DOCUMENT RESUME

ED 434 217 CE 079 164

AUTHOR	Pfenninger, Peggy; Stodden, Robert
TITLE	Curriculum-Based Vocational Assessment (CBVA) in Florida.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.; Florida State Dept. of Education, Tallahassee. Bureau of Instructional Support and Community Services.
PUB DATE	1999-00-00
NOTE	223p.
AVAILABLE FROM	Florida Department of Education, Room 644, Turlington Bldg., 325 West Gaines Street, Tallahassee, FL 32399-0400 (order no. DD035). Tel: 800-342-9271 (Toll Free).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Education; *Curriculum Based Assessment; Decision Making; *Disabilities; Material Development; Program Development; Program Implementation; Secondary Education; *Special Education; Staff Development; State Programs; Statewide Planning; *Vocational Education; *Vocational Evaluation
IDENTIFIERS	Florida

ABSTRACT

This guide is designed to assist districts in developing and implementing Curriculum-Based Vocational Assessment (CBVA) as an integral part of the career/vocational program for students with disabilities. The document begins with a User's Guide that describes each part of the guide and makes suggestions for its use. Part 1 explains what CBVA is and traces its origin, cites benefits of using CBVA, addresses its relationship to national initiatives, traces the stages of CBVA data collection, clarifies who participates and benefits, how and what information is collected, and provides information on CBVA activities in Florida. Part 2 presents the rationale for using CBVA and explains how it is related to key state initiatives and how to use CBVA as a decision-making tool. Part 3 outlines a process for planning, developing, and implementing CBVA. Topics are as follows: the team process, team decisions, design of the CBVA rating forms, rating schedules, training, and monetary support. Part 4 highlights strategies used to implement the CBVA process in five school districts. Sample district CBVA material is included. Appendixes include the following: CBVA Handbook, a blank outline of the recommended parts of a local CBVA handbook; example program marketing and maintenance materials; training materials for staff development activities; sample CBVA rating forms for courses such as exceptional student education (ESE) academic classes, ESE vocational classes, and regular vocational job preparatory classes; and selected articles from the CBVA Update Newsletter, 1992-97. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 434 217

CBVA

Curriculum-Based Vocational Assessment in Florida

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AN VIA ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY
B. Hooper
2A TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 079 164

FLORIDA
Department of Education
www.firn.edu/doe

1999

BEST COPY AVAILABLE

This is one of many publications available through the Florida Department of Education, designed to assist school districts, state agencies which support education programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 628, Turlington Building, Tallahassee, Florida 32399-0400 (Telephone: 850/488-1878; Suncom: 278-1879; FAX: 850/487-2679; E-mail:duncana@mail.doe.state.fl.us) or the Bureau of Program Improvement and Accountability, Division of Workforce Development, Florida Department of Education, Room 714, Turlington Building, Tallahassee, Florida 32399-0400 (Telephone: 850/487-3164; Suncom: 278-3164; FAX: 850/487-1735; E-mail: adamsj@mail.doe.state.fl.us).

For additional copies of this document, contact:

Division of Workforce Development
Florida Department of Education
Room 644 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
Telephone: 850/488-0186; Suncom: 278-0186
Toll-free: 800/342-9271

or

Clearinghouse Information Center
Bureau of Instructional Support and Community Services
Florida Department of Education
Room 628 Turlington Building
Tallahassee, Florida 32399-0400
Telephone: 850/488-1878; Suncom: 278-1879
FAX: 850/487-2679

Curriculum-Based Vocational Assessment (CBVA) in Florida

Bureau of Program Improvement and Accountability
Division of Workforce Development
and
Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education

Florida Department of Education

1999

This product was developed by Peggy Pfenninger and Robert Stodden through an administrative grant to the Panhandle Area Education Consortium, funded by the state of Florida, Department of Education, Division of Public Schools and Community education, Bureau of Instructional support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA).

Copyright
State of Florida
Department of State
1999

Authorization for reproduction is hereby granted to the state System of Public Education as defined in Section 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing

Acknowledgements

The development of this document was a collaborative effort, involving staff from the University of Hawaii, Miami-Dade County Public Schools, Pasco County Public Schools, Osceola County Public Schools, Okaloosa County Public Schools, Walton County Public Schools, and the Florida Department of Education. Appreciation is extended to these representatives for their contributions to the CBVA Guide as well as all the Florida educators who have shared their experiences in using CBVA, through newsletters and presentations at meetings and conferences.

Curriculum-Based Vocational Assessment (CBVA) in Florida

by

Peggy Pfenninger, Ed.S., C.V.E.
and
Robert Stodden, Ph.D.

1999

Table of Contents

Acknowledgements vii
User's Guide 1

Part I Introduction 5

Curriculum-Based Vocational Assessment (CBVA): Concept and Background 5
CBVA: Overview and National Perspective 7
Conducting CBVA Activities 9
History of CBVA in Florida 12

Part II Why Use CBVA 15

CBVA and Career Development 15
CBVA and Related Initiatives 16
CBVA and Transition Assessment 21
CBVA and Work Evaluation 22
CBVA and the Classroom Teacher 25

Part III Developing and Implementing a CBVA Process at the Local Level 27

The Team Process 27
Team Decisions 27
Roles and Responsibilities 32
Narrative Summary of Model Operation 33
Process Implementation 33
Training 34
Summary 34
District Checklist: Current Vocational Assessment Activities 35

Part IV District Approaches 37

Miami-Dade 39
Okaloosa 45
Osceola 49
Pasco 53
Walton 79

Appendices 83

Appendix A	CBVA Handbook Shell	A-3
Appendix B	Program Marketing and Maintenance Materials	B-3
Appendix C	Training Materials	C-3
Appendix D	Miami-Dade CBVA Rating Forms	D-3
Appendix E	Florida DOE CBVA Newsletters (selected articles)	E-3
Appendix F	References and Resources	F-3

User's Guide

What is the purpose of the CBVA Guide?

In January 1989, Dr. Robert Stodden, University of Hawaii, first introduced Curriculum-Based Vocational Assessment (CBVA) to Florida educators at a statewide meeting in Orlando. During the next several years, Dr. Stodden returned to Florida periodically to lead regional CBVA workshops, to provide on-site technical assistance in selected school districts, and to train a cadre of CBVA trainers.

During the past ten years, CBVA was adopted on a limited basis for use district-wide or for specific situations, such as vocational exploratory classes or vocational job preparatory classes. Meanwhile, the increased emphasis on accountability as well as initiatives such as transition planning and self-directed individual educational plans (IEPs), School-to-Work/Tech Prep, and academic/vocational integration led to renewed interest in CBVA as a valuable assessment tool.

This document was designed as a general guide to assist districts in developing and implementing Curriculum-Based Vocational Assessment as an integral part of the career/vocational program for students with disabilities. Although this guide focuses on students with disabilities, CBVA is beneficial for all students. CBVA, a planned process for observing, collecting, and using information on students' performance within the curriculum, is especially useful in career planning and decision-making, IEP/Transition IEP development, transition planning, and accountability. This document includes an overview of CBVA, strategies for developing and implementing the CBVA process, as well as sample CBVA rating forms and training materials.

How is the CBVA Guide organized?

This User's Guide provides a brief description of each part of the guide and suggestions regarding its use.

Part I, "Introduction," includes an overview and background information about CBVA. It is divided into the following sections: Curriculum-Based Vocational Assessment (CBVA) Concept and Background, National Perspective of CBVA, and History of CBVA in Florida. Part I explains what CBVA is and traces its origin, cites benefits of using CBVA, addresses the relationship of CBVA to national initiatives, and traces the stages of CBVA data collection. This part also clarifies who participates and benefits from CBVA, how CBVA information is collected, and what information is collected through CBVA. Part I also includes information about CBVA activities in Florida from 1989 to the present.

Part II, "Why Use CBVA," includes the following sections: The Stages of Career Development; Related Initiatives; Definition of Transition Assessment; CBVA and Work Evaluation; CBVA and the Classroom Teacher; and a worksheet, Current District Assessment Programs and Tools. This section presents the rationale for using CBVA, explains how CBVA is related to key state initiatives and how to use CBVA as a decision-making tool.

Part III, "Developing and Implementing a CBVA Process at the Local Level," outlines a process for planning, developing, and implementing CBVA. Topics include the team process, team decisions, design of the CBVA rating forms, rating schedules, training, and monetary support.

Part IV, "District Approaches," highlights strategies used to implement the CBVA process in five school districts. These districts include Walton County Public Schools, Pasco County Public Schools, Osceola County Public Schools, Okaloosa County Public Schools, and Miami-Dade County Public Schools. Sample district CBVA materials are also included.

Appendices A-E include materials to supplement the information presented in Parts I-IV.

- Appendix A, "CBVA Handbook," contains a blank outline of the recommended parts of a local CBVA handbook useful during the CBVA process development stage.
- Appendix B, "Program Marketing and Maintenance Materials," provides examples of materials useful in promoting CBVA at the local level, such as CBVA reminder cards, memos, and materials and training request forms.
- Appendix C, "Training Materials," includes CBVA materials useful in staff development activities.
- Appendix D, "Miami-Dade County: CBVA Rating Forms," provides sample forms for courses such as exceptional student education (ESE) academic classes, ESE vocational classes, and regular vocational job preparatory classes.
- Appendix E, "Florida Department of Education: CBVA Newsletters," includes selected articles from the *CBVA Update*, 1992-1997. An index to broad subjects is included in this Appendix for reference purposes and to highlight topics such as CBVA and Transition Planning; CBVA and Student Self-assessment; Students', Teachers', and Administrators' Perspectives; and CBVA and Middle School Career Exploration.

How should the guide be used?

Readers may wish to begin by becoming familiar with the guide and reviewing the contents, with particular attention to sections describing local efforts to implement and maintain the CBVA process. It may be helpful to collect related information about local initiatives at this time. Once readers are familiar with the content and sample materials in the guide as well as available district information, the following steps may be considered:

- As a team, discuss the need for CBVA at the local level as well as ways in which the CBVA process would enhance local efforts toward educational improvement and accountability.

- Use CBVA Handbook shell (Appendix A) to develop a CBVA process at the local level.
- As a team, work through activities described in Appendices A and C to better understand the parts of the CBVA process and materials design.
- Review the different district approaches to assist with local decision-making during development and implementation.
- Review the examples of program materials and marketing ideas when designing a program identity and marketing strategies.
- Use the sample materials/activities during teacher training sessions.
- Use the document as a reference whenever questions arise.

Part I
Introduction

Curriculum-Based Vocational Assessment (CBVA): Concept and Background

Curriculum-Based Vocational Assessment (CBVA) is a process for determining the career development needs of students through observing their performance within a sequence of curriculum activities. The CBVA process is based on the assumption that good teaching and high-level student performance require

- knowing and understanding the learning needs of students as they relate to a particular instructional setting and curriculum
- knowing how students are progressing in learning the curriculum
- using assessment information to guide individualized class placement decisions, as well as decisions concerning instructional supports and accommodations to assist student learning

Proponents of CBVA argue that the use of assessment information for instructional planning is fundamental to good teaching practice. Without appropriate assessment information, you cannot make meaningful educational decisions, develop instructional programs, or evaluate the success of educational programs.

Historically, vocational assessment services consisted of psychologists and rehabilitation personnel conducting clinical evaluations and predictive procedures at evaluation centers, far removed from the educational context in which children were learning. These assessment activities had little to do with educational and vocational curricula, the learning needs of students, or the employment needs of local labor markets.

During the 1970s, researchers and program developers became particularly concerned with implications of using traditional vocational assessment procedures with school-aged students with special learning and behavior needs. Educators were becoming increasingly aware that large numbers of youth with disabilities were not successfully participating in the world of work after leaving secondary school. With new policy initiatives instructing schools to assess and teach students with special needs (students with disabilities and disadvantaged students covered under the Carl Perkins Vocational Education Act), efforts were made to use research to develop and demonstrate new and responsive assessment procedures. In addition, new federal special education legislation requiring the development of individual education plans

(IEPs) for students with disabilities supported numerous efforts to develop and test different curriculum-based vocational assessment models. Those who developed CBVA procedures believed that

- assessment activities should be integral to the planning, development and delivery of career/vocational programming, especially for students with disabilities

- assessment information should contribute to ongoing program and instructional decisions and should provide information to determine "least restrictive" learning environments for youth with disabilities

- assessment activities should begin early when students are at junior high/middle school level, since students often lack awareness and readiness skills necessary to participate fully in vocational courses and programs

- assessment activities should provide a broad scope of information concerning student performance in areas of work-related behaviors, related academics, and vocational skill development

- assessment activities should be situational whenever possible, involving performance-based tasks and activities as found in vocational classrooms and work sites

- assessment information should be collected and used by persons closest to the student and curriculum, including career/vocational instructors and support personnel assisting youth with disabilities in vocational programs

Curriculum-based vocational assessment has been cited as having numerous advantages over traditional assessment measures. Since CBVA is conducted by teachers in classrooms and shops, information collected should be most useful for planning instruction or making instruction related decisions. Such information will enable teachers to pinpoint exactly where to begin instruction in the curriculum sequence and to make decisions to support and accommodate individual student learning needs. There are a number of benefits for teachers and instructors when they use CBVA as a part of their career/vocational program.

- It provides teachers with helpful information regarding specific ways to address individual learning needs of students as they work within the curriculum sequence.

- It helps teachers, students, and parents to focus on and understand career and vocational outcomes during the middle and high school years.

- It provides data and information about student performance as they proceed through a sequence of career development activities (awareness and initial exploration at the middle school level, in depth exploration and skill development in the early high school years, and skill application and transition during the later high school years).

Curriculum-Based Assessment (CBVA): Overview and National Perspective

Curriculum-based assessment is not new to the fields of education and rehabilitation. CBVA is often perceived as an innovation in that it differs significantly from typical assessment practices of giving a test to students. Because many evaluators and educators have some training and understanding of "testing" as a means of assessment, a good way to discuss CBVA is to compare what it is not with what it is.

Administering a Test vs. Observing Performance

- CBVA is not a test or evaluation instrument administered as an activity separate from educational curriculum as taught in school classrooms and vocational shops.

- CBVA is a planned process to observe, collect, and use information on students' performance within the curriculum. Typically, curriculum-based assessment information is used to address individual student needs as they progress through a career/vocational curriculum sequence.

Use of Assessment Specialists vs. Instructors as Data Collectors

- CBVA is not conducted by specialists or assessment personnel (psychologists or vocational evaluators) working in clinical or non-instructional settings.

- CBVA information is collected by vocational instructors, support persons, work study coordinators, and others directly involved in observing student performance within the curriculum.

One Time Test vs. Collecting Ongoing Information

- CBVA is not a static, one-time administration of a test, providing a score to be used to predict or draw conclusions about one's strengths/weaknesses, or future occupational direction.

- CBVA is an ongoing process of identifying curricula expectations for students, observing students' performance in relation to those expectations, collecting that information, and applying it to make individualized planning and instructional decisions to improve student learning and performance. A record of each student's actual performance is documented as they proceed through a career/vocational curriculum sequence providing useful information for placement and instructional decisions specific to each student's career development.

Determining Student Deficits vs. Assessing What Students Can Do

- CBVA is not a process of determining student weaknesses or skill deficits, nor is it a process of drawing inferences or making predictions of current or future capability to participate in the world of work.

- CBVA is an ongoing process of documenting those work-related behaviors, related academics, and vocational skills which students perform within career/vocational curriculum courses. When students do not perform to proficiency on a specific skill or behavior, the focus within CBVA is to document accommodations or adaptations that might be accessed to support the student to attain proficiency.

Starting a New Initiative Like CBVA

Often, when starting new initiatives to improve student performance, educators view the new initiative as a "special project" separate from teaching and learning in core vocational and academic curricula. Also, new initiatives are often started and conducted separate from other improvement initiatives being conducted in the same district or school. Such practice is often confusing and fragmented to educators with the net result of little lasting impact on teaching and learning.

For curriculum-based vocational assessment to benefit teaching and learning, it must be an integral part of the career/vocational program. A major goal of CBVA is to improve teaching and learning within career/vocational programs by providing useful information for instructors and other support personnel to better address the individual needs of students.

Educators are continually being bombarded with initiatives to improve what and how they teach children, especially children with diverse learning needs. Curriculum-based vocational assessment, when integrated within the scope and sequence of career/vocational curriculum, will provide other initiatives with important information on student performance in relation to curriculum expectations. Specifically, CBVA supports improved teaching and learning within the following federal/state initiatives.

Accountability for Improved Student Performance — Student performance information gathered through use of a CBVA procedure can directly support accountability measurement efforts at the local school level. CBVA increases everyone's awareness and understanding of performance expectations or standards for all students. CBVA will provide specific information regarding student performance, as referenced to curriculum expectations. The data also describe special supports and accommodations that might be needed by the student to improve performance. Such information generated in a continuous manner across the scope and sequence of curriculum areas provides excellent accountability information regarding student, teacher, and program performance.

School to Work Transition — Information gathered within a CBVA procedure provides valuable student and program performance data supporting the integration of career and academic curriculum, program articulation between secondary and postsecondary settings, and portfolio development activities. Also, CBVA provides significant information to support students' self-determination or empowerment within the school to adult transition process. This information is helpful in identifying the student's needs, preferences, and interests as required by the Individuals with Disabilities Education Act (IDEA).

Career Development Pathways — For students, instructors, parents, and others to be active decision-makers and participants in the career development of youth, it is necessary to have data and information that follow and document a student's career path. CBVA procedures provide data on student performance within a sequence of career/vocational coursework. Often, CBVA data are used for determining how students are progressing within their career development pathway.

New Assessment Requirements of IDEA '97 for Youth with Disabilities— During the last reauthorization of the Individuals with Disabilities Education Act (IDEA), policy changes were made to ensure that assessment for youth with disabilities yielded information that was helpful to IEP team members to plan and implement instructional goals and objectives addressing special learning and behavior needs of students. CBVA procedures provide assessment information which is directly relevant to the student's learning needs to perform within core career/vocational curriculum areas.

Addressing General Education Curriculum Expectations (including vocational education) When Developing Annual Goal Statements within an IEP — Current policy guiding the development of annual goal statements within Individualized Education Programs (IEPs) requires participants to focus upon general education curriculum expectations, as applied to all children in the school. Also, teachers are expected to measure student progress toward general education curriculum expectations, as students work toward annual goal statement on the IEP. CBVA is an excellent and simple way to think about and discuss the needs of students with disabilities within general education curriculum expectations; it is further a helpful tool to assess, in an ongoing manner, student progress toward those expectations.

Conducting Curriculum-Based Vocational Assessment Activities

Teachers often wonder what they have to do to implement CBVA activities within their career/vocational courses. Following is a response to basic questions when considering the development and conduct of CBVA procedures.

What are the stages of CBVA data collection?

Stage I: Assessing career awareness and readiness

CBVA data should initially be collected during the junior high/middle school years when students are developing a basic awareness and are beginning to explore career areas through practical arts and exploratory career wheel coursework. As students develop awareness and explore work-related behaviors, related academics, and actual work skills that are required in practical arts courses, CBVA provides important information for teacher decisions concerning student readiness to participate in more in-depth career exploratory activities. More important, CBVA provides information that can be used by students themselves to further discuss and understand the development of their own career interests when planning for the selection of high school vocational programs. Also, as students transition to high school, their CBVA folders will follow them, providing instructors, ESE support personnel, and guidance counselors with a concise and clear picture of individual student career experiences, strengths and weaknesses, and a summary of what worked and did not work for the student.

Stage II: Assessing student skill development

During the early high school years (grades 9 & 10), CBVA is a valuable tool to document student performance and skill development on work-related behaviors, related academics, and actual vocational skills taught in the course. Often students with special needs are lacking in related behavior and academic skills required to gain entrance and success in vocational coursework. CBVA data help the vocational instructor to pinpoint the specific deficit or problem as the student works within the curriculum, providing ESE and other support personnel with the information needed to help the student overcome or improve areas of weakness.

Stage III: Assessing student skill application

As students move into the later high school years (grades 11 & 12), CBVA data can be collected on students as they apply their skills through work study and cooperative education experiences in community employment settings. Often students with special needs have difficulty generalizing skills and behaviors learned in school classrooms/shops to community employment settings. CBVA data will assist work study and cooperative education supervisors to better understand how students apply work-related behaviors, related academics, and required vocational skills in actual work settings. These data can be used to place students in cooperative education settings, to document their performance as they work, and to make further decisions regarding supports or accommodations necessary for students to progress in future work placements.

Who participates in CBVA activities?

CBVA information is collected in career/vocational courses primarily by practical arts and vocational education instructors. Educational assistants, other support personnel, and students themselves may also collect CBVA data as students perform tasks within the career vocational curriculum. Often, when more than one person documents a specific student's performance, there is opportunity for a discussion of different perceptions of student proficiency and different ways to assist the student in areas of non-proficiency.

How is CBVA information collected?

CBVA ratings are based on observations of performance as a student seeks to complete assigned curriculum tasks. Observations may be systematically conducted at assigned intervals (daily, weekly, or other) or may consist of methods determined by the instructor or others working with the student (peers and students themselves sometime conduct observations and ratings). Following observations, ratings are made on a performance rating form. Raters often complete forms at the end of a grading period or at an interval that matches progress/performance reporting in academic areas.

What information is collected through CBVA?

Typically, CVBA ratings are conducted in three areas based on research and field test activities. These can be changed given the needs of a local school system. The three areas assessed include (1) work-related behaviors, (2) generalized outcomes or related academic skills, and (3) specific vocational skill outcomes. Research has shown over the years that work-related behaviors are important contributors to the success of students in vocational programs, as well as on-the-job performance. Lack of contextual performance data on related academic skills is often the main reason students with special needs are not allowed to access vocational education programs. Often, the only academic data available for review are from state achievement tests; without accommodations or special supports students with special needs may score low on such tests. Observing and rating the use of academic skills in the context of career/vocational curriculum provides a more useful assessment of the use of academics for a specific vocational course of study. Of course, a measure of student performance on vocational skills taught in the course of study is critical information to assess.

Who benefits from CBVA?

CBVA information can be used for planning and decision making by every person involved in a student's career/vocational program, including students themselves. The immediate persons benefiting from CBVA data are the students' current vocational instructors. As observations are made and ratings are conducted, the instructors become more aware of aspects of the curriculum students can perform proficiently, as well as ways to support students to achieve proficiency in areas of difficulty. As CBVA rating forms from different vocational courses are compiled, a performance record is developed which will assist those placing students in the

next program stage. Vocational counselors, instructors, and work study coordinators in the later years of high school benefit significantly from CBVA data collected during the early career development years. An important part of CBVA is the collection of related behavior and academic performance information which is valuable for support personnel (ESE & others) who are provided with specific information on student learning and behavior needs in the context of career/vocational curriculum. CBVA information is also very helpful in career development discussions with parents and students as they take part in decisions about future coursework and supports needed for students to be successful.

Summary

CBVA is an assessment procedure which is closely linked to both the process of teaching and the process of student growth and learning. Traditional assessment procedures (commercially developed, standardized, norm-referenced tests) have often failed to address this need, resulting in a lack of organized and useable assessment data to support instructors in their efforts to plan for and teach students with special learning and behavior needs. The remainder of this handbook will share ways that CBVA can be a reality for you and your school.

History of CBVA in Florida

In January 1989, Dr. Robert Stodden, University of Hawaii, presented CBVA to Florida educators at a state-wide meeting in Orlando. Participants, representing vocational education and exceptional education, included administrators, teachers, assessment specialists, staffing specialists, vocational/ESE liaison personnel, and others. The purpose of the meeting was to introduce the concept of CBVA, explain the process of implementing CBVA at the local level, and provide participants with the opportunity to begin planning the implementation of CBVA. Many districts from across the state participated in the initial training.

During the next several years, Dr. Stodden returned to Florida periodically to lead regional CBVA workshops and to provide on-site technical assistance in selected school districts. Dr. Stodden also held "CBVA Train the Trainers" meetings so that Florida would have a cadre of CBVA experts to provide technical assistance to other districts. More than thirty districts were involved in one or more technical assistance site visits by Dr. Stodden or other CBVA trainers. During these early years, some district staff customized CBVA to meet their local needs and explored various ways of using the CBVA process within their vocational and exceptional student education programs. Some of the early CBVA "pioneers" in Florida were staff from Bay, Brevard, Dade, Hillsborough, Leon, Pasco, Okaloosa, Orange, Osceola, Palm Beach, and Walton County School Districts.

Early uses of CBVA in Florida included documenting (1) interests and aptitudes during middle school exploration and pre-vocational classes, (2) competencies mastered through on-the-job training, (3) continuous performance in vocational courses, and (4) needs related to transition. Districts shared their ideas and progress through the *Curriculum-Based Vocational*

Assessment in Florida newsletter, disseminated twice each year from 1992-1997 (see Appendix E).

In 1993, CBVA was emphasized again at the state level as a useful process for ongoing assessment with the introduction of Multiple Exit Points. The document, *Multiple Exit Points in Vocational Education for Students with Disabilities (1993),* featured CBVA rating forms as a tool for documenting skill mastery. Some districts that developed Multiple Exit Points for specific courses also developed CBVA rating forms to document mastery of work-related behaviors, generalized skill outcomes, and specific skill outcomes.

In 1995, as a result of a massive vocational education curriculum restructuring effort in the Department of Education (DOE), Multiple Exit Points became Modified Occupational Completion Points (MOCPs). The document, *Modified Occupational Completion Points in Vocational Education for Students with Disabilities (1995),* featured CBVA as a strategy for assessment and documentation of skill mastery. During statewide meetings addressing the background and implementation of MOCPs, presenters shared information about how to use CBVA as part of the MOCPs process. The relationships of CBVA, transition planning, and School-to-Work were emphasized. These statewide meetings generated renewed interest in CBVA as well as requests for information and training. In response to school district requests, the CBVA Guide was developed and training meetings were held.

Curriculum-Based Vocational Assessment can be a valuable component of the comprehensive career development process for all students, including students with disabilities. The CBVA process is a logical link between assessment and meeting the special needs of students with disabilities in vocational education. The challenge is learning about CBVA and tailoring the process to meet local needs. CBVA is flexible enough to complement educational initiatives such as accountability, Tech Prep, School-to-Work, and even those yet to come.

Part II
Why Use CBVA?

What assessment, career development and instructional needs do students and educators have that CBVA can meet? The focus for all career development initiatives and activities, such as Transition and School to Work, is starting at younger and younger ages. The type of information gained by a performance-based CBVA process, its ease of application, and the developmental picture that it gives becomes even more appropriate as students progress through the educational process. This developmental picture provides information for instructional planning and decision-making at key points throughout the student's educational experience.

CBVA is considered in the context of several broad areas below with the intent of showing how CBVA fits current initiatives and career development theory. A comparison of Work Evaluation and CBVA provides additional rationale regarding the use of CBVA methods and materials as part of a comprehensive, district-wide vocational assessment model.

CBVA and Career Development

CBVA has the ability to provide individualized assessment information throughout the stages of career development. The three stages of career development, detailed in Part I of this manual include

- **Stage I** **Career Awareness and Readiness**
  Career exploration activities and curriculums are appropriate at this level. Activities usually occur during the middle school years and encompass the pre-vocational and exploratory curriculums. ESE-Career Education is also an appropriate option. The exploration of careers and self occurs here.
- **Stage II** **Skill Development**
  Skill development occurs during the high school years via the Applied Technology/Job Preparatory curriculums. Specific skills are gained in such areas as Agribusiness and Natural Resources Education, Business Technology Education, Diversified Education, Family and Consumer Sciences Education, Health Science Education, Industrial Education, Marketing Education, and Public Service Education. Skills in career planning, job seeking, and job keeping may be gained through job preparatory as well as ESE-Career Preparation, ESE Career Experiences, ESE Career Placement, and other courses.

- **Stage III Skill Application**
  Opportunities for skill demonstration in actual community job placements occurs through On-the-Job (OJT) programs such as Distributive Cooperative Training (DCT), cooperative programs associated with job-prep programs, the ESE Career Placement course, and other work-based learning experiences.

The three stages of career development underlie all of Florida's initiatives and are readily evident in the vocational curriculum continuum which includes exploratory, practical arts, and job preparatory programs as well as work-based learning opportunities such as OJT courses.

CBVA and Related Initiatives

CBVA is a versatile tool, providing the assessment information and skill documentation needed for teachers and administrators alike. Some of the current initiatives in the state of Florida are listed below. Each has its own needs in relation to assessment and skill documentation and each benefits when CBVA is used.

- **SCANS Skills**
  These skills are identified in the report by the Secretary's Commission on Achieving Necessary Skills (SCANS). The Commission was appointed by the Secretary of Labor to research the skills needed for success in the workplace. The result was a well defined group of competencies and foundation skills which are recommended for student success. The SCANS Skills are incorporated in the vocational education course descriptions. The three main parts of the CBVA rating form, Work-Related Behaviors, Generalized Skill Outcomes, and Specific Skill Outcomes, closely relate to the individual SCANS Skill areas and provide a method of documenting students' development and mastery of these skills.

- **Sunshine State Standards**
  The Sunshine State Standards describe what students are being taught and are expected to learn in the following academic areas: language arts, mathematics, science, social studies, health education, physical education, the arts, and foreign languages. The Sunshine State Standards require high levels of achievement for students and were developed to ensure that Florida students would be able to meet the challenges of the 21st century. School districts must prepare students to achieve the Sunshine State Standards through their educational programs and document student mastery through district and state level assessments. The awarding of a standard diploma is based on achievement of the Sunshine State Standards, as well as district standards, and is the focus of instruction for students (including most students with disabilities). CBVA data can provide useful additional information about student performance within the area of assessment. The document, *Preparing All Learners for Tomorrow's Work*

Force: Florida's Applied Technology Curriculum Planning Companion for the Sunshine State Standards is useful as a resource and guide for school districts as they restructure their schools and programs.

- **Special Diploma**
  Certain students with disabilities are eligible to receive a special diploma. The IEP teams determine whether a student will work toward a standard or special diploma during the IEP meeting which occurs during the student's eighth grade year or by the student's 16th birthday, whichever comes first.* There are two special diploma options. Option 1 is based on mastery of a given set of student performance standards and meeting the district's credit requirements. Option 2 is based on mastery of an individually determined set of employment and community competencies. All school districts must offer Option 1. School districts may choose to offer Option 2 but this is not a requirement.

  *Note: the State Board of Education rule is being adopted in summer, 1999 to indicate the diploma decision must be made during the IEP meeting which occurs during the student's eighth grade year or age 14, whichever comes first.

- **Special Diploma Option 1**
  The standards which students must meet to earn a special diploma under Option 1 are changing. The current standards, Student Performance Standards for Florida Schools: Exceptional Students, are for students who entered ninth grade prior to the 1999-2000 school year. Based upon the student's exceptionality, the student must demonstrate mastery of particular levels of performance in the areas of reading, writing, language, mathematics, and social/personal skills.

  The new standards, Sunshine State Standards for Special Diploma, become effective for students entering the ninth grade during the 1999-2000 school year. The Sunshine State Standards have been developed to assist IEP teams in providing modifications to curriculum and course requirements for students with disabilities. These modified standards are designed to prepare students for post-school adult living and employment after graduation. The domains include Curriculum and Learning Environment, Independent Functioning, Social and Emotional Behavior, and Communication. To obtain a special diploma, students must master each standard at the level (independent, supported, or participatory) designated by the IEP team. Mastery of the Sunshine State Standards for Special Diploma must be documented through completed coursework as evidenced by assessments appropriate for the individual student. CBVA provides useful information that may support the documentation of specific skills.

- **Special Diploma Option 2**
  Option 2 is based on mastery of employment and community competencies that are individually determined for the student. If districts offer this option, they must describe

their procedures in their Pupil Progression Plan. The employment and community competencies must be short-term objectives. The student is eligible for graduation when the following requirements are met: successfully employed in a community-based job for at least one semester (at or above minimum wage), demonstrates mastery of the employment and community competencies in the training plan, and meets any other local requirements specified in the district's graduation procedures. CBVA rating forms, developed for individual students, may be used to document mastery of employment and community competencies.

- **Alternate Assessment for ESE Students**
  The purpose of alternate assessment is to assess the academic progress of students who may be excluded from regular state and district assessment. The regular state assessments (Florida Comprehensive Achievement Test [FCAT] and Florida Writes) assess Sunshine State Standards in the areas of reading, writing, and mathematics. Alternate assessment must assess student progress on the standards for special diploma. Alternate assessment could include the CBVA process. Use of any checklist such as CBVA rating forms used as the alternate assessment should include a description of the assessment activities and scoring criteria used to determine progress. Teachers should have documentation of progress and not just a checklist. The assessment objectives must be linked to the standards being addressed and must reflect the student's curriculum and instruction.

- **Accountability — State, District, and Classroom Levels**
  Accountability involves improving student performance by focusing on outcomes, defining what students need to know, and assessing how well they have learned. The accountability process focuses on high expectations and identifies school as the unit of accountability. CBVA provides an efficient and graphic way to document what has been taught, what has been achieved, and what data were used to base programming decisions on, thus enhancing accountability from the classroom to the state level.

- **School to Work**
  The School-to-Work (STW) initiative challenges the entire community to create a new system of workforce education. The STW approach to curriculum is hands-on, connects classroom learning to the real world, and prepares *all* students for careers in the 21st century. STW includes school-based learning, work-based learning, and connecting activities. CBVA provides the behavior and skill documentation needed for a developmental picture of work-related behaviors and skills emphasized in the STW initiative which spans many grade levels. The CBVA process supports programmatic requirements such as instruction in workplace competencies, evaluation, and academic-vocational integration. The articulation to job placements or post-secondary experiences can be facilitated by the information gained from a well-designed CBVA process.

- **Tech Prep**
  Tech Prep is a planned sequence of study integrating academic and occupational courses with a rigorous program of math and science. Tech Prep begins in the high school and continues through at least two years of postsecondary education, leading to a two year associate degree or certificate. This initiative (1) focuses on preparing high school students for further education in high wage/high tech occupations; (2) building partnerships among education, business/industry, and other community partners; and (3) linking secondary and postsecondary institutions. CBVA information can be used as a basis for program decisions and to document student progress through the Tech Prep continuum of study.

- **Academic-Vocational Integration**
  Academic and vocational integration is an integral part of the two prior initiatives. When academic and vocational education teachers work closely together to integrate learning activities for students, the results are a more relevant educational experience and increased student learning. This technique has proven to be an effective instructional strategy, leading to greater student motivation and success in higher level academic coursework. CBVA rating forms document academic and vocational integration and student mastery of these skills.

- **Portfolio Assessment**
  Portfolio assessment involves students collecting documentation of their accomplishments and learning over a period of time and organizing it in a format that may be used with family members, educators, and business/industry representatives (employers). Portfolios typically include samples of the student's work, letters of recommendation, documentation of skill mastery (evaluations), and other materials CBVA rating forms provide a performance-based method of evaluation that is a valuable addition to a student's portfolio. The observing and recording of work-related behaviors and specific skill mastery are appropriate data to be collected and included in a portfolio.

- **Transition IEPs**
  In Florida, the term Transition IEP is used to denote a changing emphasis for IEPs. Transition IEPs must address all IEP components as well as certain transition services requirements. The intent of the IDEA 1997 transition services requirements is for students and their families to participate in the transition planning process at an earlier age than was previously required. Beginning prior to the student's 14th birthday, the Transition IEP team must develop a statement of transition service needs focusing on a course of study leading to the student's desired post-school outcome. The statement must be updated annually. By the time a student is 16, if not earlier, needed transition services, interagency linkages, and responsibilities must be addressed in the following activity areas: instruction, related services, community experiences, employment, and post-school adult living. Needs may also be specified in the areas of daily living skills and functional vocational evaluation, if appropriate. Beginning when the student turns

17, the Transition IEP must include a statement that students have been informed of their rights that will transfer to them at age 18. Data from CBVA rating forms are especially useful for writing desired post-school outcome statements, annual goals, and short term objectives. CBVA data provide documentation of skill mastery in specific areas and the need for further instruction or experience in other areas.

- **Community-Based Instruction**
  Community-based instruction (CBI), a method of teaching activities and skills in their naturally occurring environment, is designed to fulfill students' needs in their own communities. CBI requires that instruction take place on a regular basis in the "real world" of a student's natural environment. CBI is based on functional and age-appropriate outcomes essential for individuals to participate in their communities. CBI may include a variety of experiences, such as using public transportation, accessing community resources like the public library or recreational facilities, grocery shopping, and so on. CBVA provides a record of skills attempted and achieved during CBI. CBVA also provides a record of modifications which enable student success.

- **Modified Occupational Completion Points (MOCPs)**
  MOCPs apply to students enrolled in regular education, vocational job preparatory programs. MOCPs, identified through the IEP process for individual students, fall between occupational completion points (OCPs) established in the vocational job preparatory curriculum frameworks. CBVA can be used to identify the student who is going to need a modified completion point; CBVA is especially useful when documenting skill mastery for the modified occupational completion point.

- **Self-Determination and Self-Directed IEPs**
  Self-determination is defined as "one's ability to define and achieve goals based on a foundation of knowing and valuing oneself" (Field and Hoffman, 1994). Self-determination includes knowing yourself, valuing yourself, planning, acting, experiencing outcomes and learning within one's environment. There has been an increased emphasis on giving students more responsibility for planning their futures; expressing their needs, preferences, and interests; and assuming greater roles in the IEP/Transition IEP process (including running their own IEP/Transition IEP meetings whenever possible). Curriculum has been revised to include activities that teach students the skills they need to assume this increased responsibility. CBVA rating forms are a valuable resource as students become more involved in their IEPs/Transition IEPs and career planning. Using CBVA rating forms to assess their own progress in their courses and to build a portfolio of information that documents interests, aptitudes, and skills provides the student with key information to use throughout the IEP/Transition IEP and career planning process. Self assessment activities using CBVA rating forms can easily be included in an integrated curriculum unit, where a variety of skills can be taught. The comparison made between students' self-assessment and an instructor's assessment can be a positive exercise in self-

awareness. This process can also increase communication between the student and the instructor.

- **Career Plans**
  A career plan is a personalized, sequential, fluid document designed to guide students through the career development process and help them relate their education to career interests and aptitudes. Students usually begin their career plans in the eighth grade, documenting their interests, aptitudes, and abilities, as well as the courses they need to complete as they proceed through high school to postsecondary to achieve their goals. Developing the career plan should be a team effort, with the student, family, and educators involved. Each career plan should contain a tentative four year plan of high school study and records of activities which promote self-awareness, educational development, and career exploration and planning. Career plans should be updated annually with a careful review in tenth grade so that students develop plans for after high school. The career plan is a separate document from the Transition IEP, and its contents should be reflected in the Transition IEP. CBVA data, including information about a student's mastery of work-related behaviors, generalized skill outcomes, and specific skill outcomes are valuable throughout the process of developing and refining career plans.

CBVA and Transition Assessment

Transition Assessment is an umbrella term encompassing the areas for assessment identified in the Transition IEP. CBVA provides the type of information detailed in the Council for Exceptional Children, Division of Career Development and Transition's definition for Transition Assessment.

> Transition Assessment is the ongoing process of collecting data on the individual's strengths, needs, preferences and interests as they relate to the demands of current and future working, educational, living and personal and social environments.

It is further stated that assessment activities should be individualized, integrated, and humanistic. Sarkes and Scott (1990) list the areas which assessment for students with disabilities should cover.

- basic skills
- communication skills
- ability to follow directions
- coordination
- self-confidence
- personal hygiene and grooming
- ability to work with others
- work habits

- preferred learning style

Careful consideration of the elements and items contained in CBVA rating forms will allow for assessment of the areas listed above.

CBVA data are not meant to be used in a "stand alone" fashion. Sources of related information should also be collected and reviewed to increase validity. Suggested sources are

- vocational interest inventories
- academic achievement tests
- commercial vocational assessment batteries
- anecdotal descriptions

CBVA and Work Evaluation

Curriculum-Based Vocational Assessment (CBVA) can complement or replace Work Evaluation programs. Both have common goals. Both document behaviors, aptitudes, interests, and skills performed in simulated or real situations.

- Skills documented through observation in a work evaluation lab or through observation in the vocational lab via CBVA can be applied to career choice. Both processes can provide information that gives direction when developing a desired postschool statement, annual goals, and short term objectives/benchmarks for the IEP/Transition IEP.

- CBVA materials and methods go beyond the one time report provided via a work evaluation. CBVA information provides a developmental picture of the student over time as they transition through middle school and through high school into postsecondary education and the community.

The chart found on page 23, "A Comparison of Two Vocational Assessment Models," details some of the similarities and differences between Curriculum-Based Vocational Assessment and Work Evaluation. The comparisons are helpful when planning and making decisions about what is needed in terms of vocational assessment at the local level. Cost effectiveness and ease of use and interpretation are two areas that stand out as advantages when using CBVA.

A Comparison of Two Vocational Assessment Models

Factors for Comparison	I. Vocational Work Evaluation	II. Curriculum-Based Vocational Assessment (CBVA)
Personnel	• Trained Work Evaluator needed, experienced with special populations	• Utilizes existing personnel: vocational and ESE instructors • A district position may be allocated for a CBVA Specialist for program implementation and follow-up
Program Start-up Costs	• Extensive funding for work evaluation equipment and supplies	• Minimal costs related to teacher inservices, handbook/materials development, and printing • Substitute funds for teachers attending training
Program Maintenance Costs	• Continued supply costs • Equipment: maintenance/replacement/additions • Student transportation costs	• Materials reproduction/printing • Travel and supply funds for a CBVA Specialist, if applicable • Substitute funds for teachers attending training
Space Needs	• Classroom or lab or mobile unit for Work Evaluation Lab	• Office space for CBVA Specialist • Existing meeting or inservice room (training days only)
Duration	• One time student evaluation - a "snapshot" of the student's interests, aptitudes, and behaviors	• Assessments conducted on an on-going basis from middle school through high school (developmental picture of work related behaviors and skills)
Program Scope	• Add-on program	• School-based
Report/Rating Format	• Technical report, prescriptive in nature	• No report provided; assessment forms give a graphic picture of strengths, weaknesses, and skills developed over time
Articulation of Results (Ease of Report Use/Understanding)	• Explanation from Work Evaluator is needed, testing based • Externally submitted	• Easily understood; reflects curriculum objectives • Internally developed and reviewed by those most familiar with the student
Accountability	• N/A	• Provides record of objectives attempted and achieved
Impact on delivery of curriculum	• Little to none	• Focuses teachers on course performance objectives • Focuses teachers on work related outcomes
Data for Transition Needs	• Provides information at time of work evaluation report	• Provides a current base of information, year to year

CBVA and the Classroom Teacher

CBVA provides the vocational teacher with a valuable, practical means of accountability. More specifically, teachers can use CBVA materials to

- enhance and give focus to planning for an individual or a group. For example, which work-related behaviors would be beneficial to work on for the group or for an individual? Which specific skills need to be taught, reviewed, or modifications/strategies provided for? Which modifications work with a particular student?
- provide a set of behaviors to be taught and reviewed to enhance students' employability
- provide a record of skill achievement which is directly tied to course objectives
- provide a focus for vocational-ESE consultation
- provide a record of performance assessments for student, parent, or administrative conferences

All of the areas and initiatives above have one need in common that CBVA meets--a means of performance-based assessment. CBVA has the flexibility to cross the lines of all of these areas and initiatives, documenting student mastery of a variety of skills and behaviors demonstrated in many different situations.

Part III
Developing and Implementing a CBVA Process at the Local Level

Developing and implementing a CBVA process at the local level is best suited to a team process. CBVA can be used by teachers independently when they have a need for CBVA data and see value in the rating process. However, CBVA is best used in a comprehensive process which has been developed by a team. The steps for development and implementation of a comprehensive CBVA process are detailed below.

The Team Process

The first step in the team process is to gather support from the top, from upper level administrators at the district representing both Applied Technology and Exceptional Student Education. CBVA materials and methods are used by instructors from both areas, so development and implementation requires support from both. The district level administrators will be asked to author memos and attend workshops to voice support and ask for cooperation from staff. They will also need to facilitate monetary support for personnel implementing CBVA and provide substitute dollars for teacher training. As the team process and eventually the program pilot progress, support will also be needed from school site administrators to support teacher release time.

The second step in the team process is to select a team chairperson and team members. Responsibilities for the team members and the group's intended mode of operation should be decided at a preliminary meeting. An interdisciplinary committee that is already in place can function as the steering committee in lieu of building a completely new committee. Team members should come from Applied Technology Education, Exceptional Student Education (ESE), and from the community agencies that provide transition services to students upon graduation, such as the Division of Vocational Rehabilitation, Division of Blind Services, and Department of Children and Families. It is also helpful to include representatives from guidance and academic program areas. A working subcommittee should be set up which includes team members from the intended pilot site(s).

Team Decisions

The team has several decisions to make as they design their district's CBVA process and materials. Appendix A contains a CBVA Handbook shell. It is a tool that was a part of the materials used during Dr. Stodden's series of Train the Trainers workshops. The major decision points for CBVA teams are represented in the handbook. Completing the sections in the handbook will result in a CBVA process and related materials that meet local assessment needs. It would be helpful for readers to consult the CBVA handbook when working on the

remainder of this section. The chart, "A Team Process for Planning and Developing a CBVA Procedure," on the next page provides an outline for the planning and development phases of the process. Some of the major issues beyond team building and the definition of need for vocational assessment activities are addressed in the following four questions and answers.

What areas of the curriculum will be assessed?

When deciding where CBVA will be used within the overall curriculum, it is helpful to first have an account of what currently exists in a district regarding vocational assessment--what is being used, at what grade level(s), and for what purposes. A worksheet, "District Checklist: Current Vocational Assessment Activities," is provided that may be completed by the district CBVA team to outline the answers (see page 35). A similar worksheet, "Overview of Existing Program Resources," is found in Appendix A, page A-10.

District teams may choose to initially focus on career exploration by developing CBVA rating forms to be used in conjunction with a middle school vocational wheel or other related activities. Assessment components for OJT or other work-based learning activities or job preparatory vocational programs could be added later. District teams could choose to begin the CBVA process by focusing on assessing job skills as they are applied in vocational job preparatory programs or OJT settings.

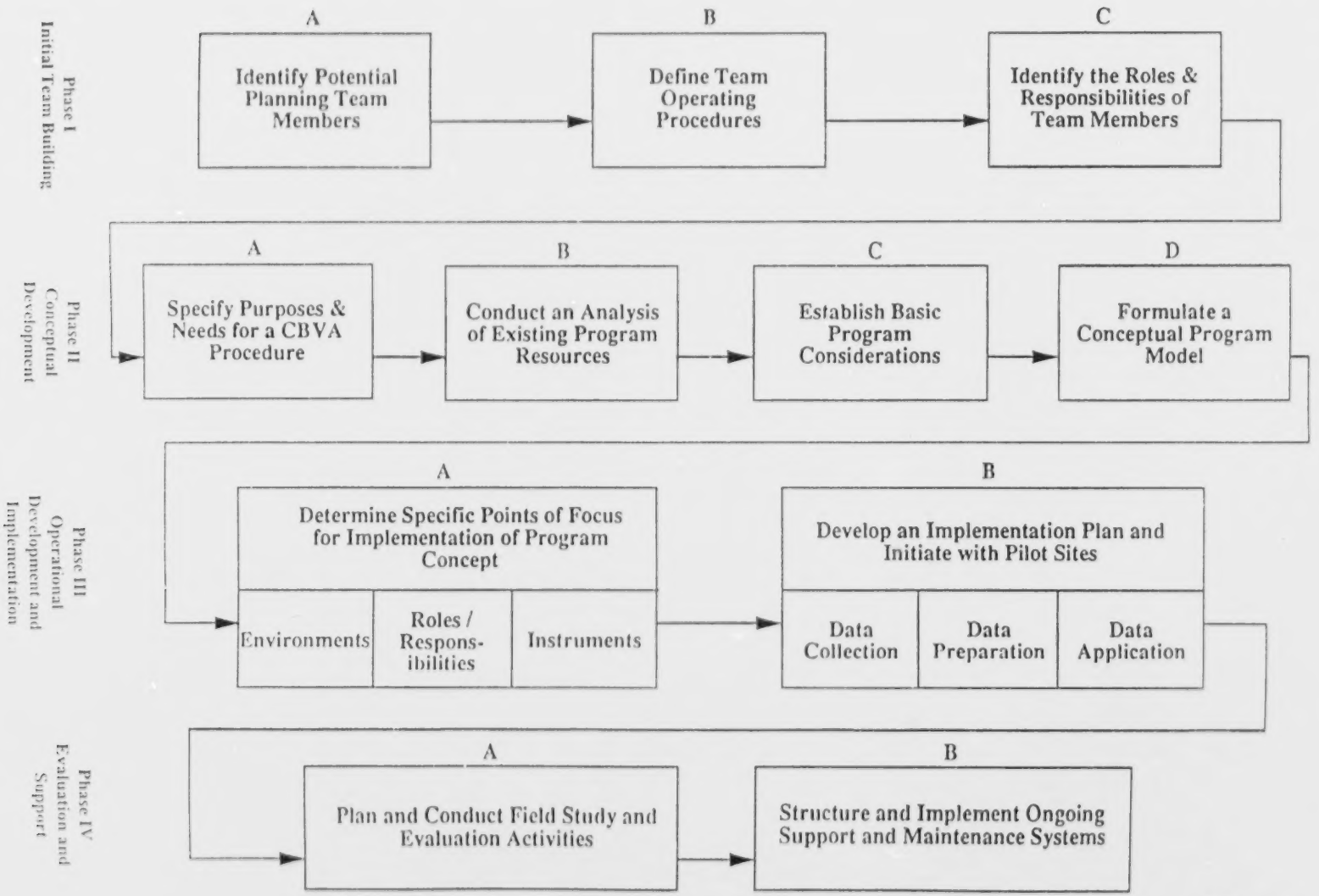
In addition, district teams could follow the Stodden, Ianocone, Boone, and Bisconer model to develop and implement a CBVA program across all three stages of career development, middle school through high school, from the beginning. This model is outlined in detail in the book, *Curriculum-Based Vocational Assessment, a Guide for Addressing Youth with Special Needs* (1987).

Section II of the handbook in Appendix A details the CBVA implementation process. Several questions deal with program definition and management procedures.

Which environments will yield career or vocational data regarding student performance?

The worksheet, "Level of Course Offering" (see page A-13), asks the district team to consider where the data will be collected. The worksheet provides an outline for recording the environments for data collection.

A Team Process for Planning and Developing a CBVA Procedure



Another worksheet, "Conceptual Model Format," (see page A-12) prompts two additional questions.

What areas will be measured?

The district CBVA team may decide to adapt the rating form format developed by Dr. Stodden, et. al., use a form developed by another district in Florida (see examples in Part IV), or, design their own rating form. The three key areas usually included in CBVA rating forms are

- **Work-Related Behaviors** These behaviors are the attitudinal, problem-solving, and interpersonal behaviors thought to be critical for student success both in classroom settings and on the job in community settings. In Dr. Stodden's original work, 21 work-related behaviors were identified through a study conducted with vocational educators.

- **Generalized Skill Outcomes** These skills are prerequisite concepts and knowledge necessary for students to successfully perform skills which are specific to a number of occupational areas. Such skills might include written and oral communication, math computation, and interpersonal and problem-solving skills.

- **Specific Skill Outcomes** These skills are taught and performed in a vocational or career related curriculum. Specific skills can be observed as students perform tasks in a classroom or work setting. The original cadre of Florida trainers thought the Specific Skill items should be based on the program/course frameworks and individually written by teachers who were teaching the course for which the CBVA form was being developed.

Another area included in most CBVA rating forms relates to strategies, accommodations, and modifications used to enable a student to be successful in skill attainment and performance. A record of modifications used enhances student success in course work and eventually in job placements; therefore, this is an especially useful area to include on CBVA forms.

The rating form design is an integral part of a CBVA process. The CBVA Handbook (Appendix A, page A-16) contains a blank with all of the key parts of the form noted. Again, districts may use the format provided by other districts or may develop their own. Part IV, District Approaches, includes sample CBVA forms developed by staff from Okaloosa County, Osceola County, Pasco County, and Walton County School Districts (starting on page 37). Appendix D contains several rating forms written by Miami-Dade County teachers. Each provides examples of different ways to write specific skill items and is a resource if districts decide to develop the rating forms locally.

In the early days of CBVA in Florida, different districts tried different ways of writing specific skill outcomes. One school district tried using the exact Student Performance Standards in

their entirety on their CBVA rating forms. However, teachers commented that they were too lengthy and that it was a time consuming process to fill them out. This kind of detail would be useful when documenting *skill mastery* for Modified Occupational Completion Points (MOCPs). However, such detail is not needed when trying to decide which exceptional student enrolled in a regular education job preparatory program might be a candidate for an MOCP. The purpose for using the information should determine the detail in which the statements are written on the CBVA form.

Another district CBVA committee decided to keep the rating forms to one page. A notation advises teachers to use the back of the form to record additional modifications or make comments as necessary, but one page was a writing guideline that was followed. The student performance standards (SPSs) were reviewed with instructors for the curriculum area, SPSs that overlap with CBVA Work-Related Behaviors (such as safety) or Generalized Skill Outcomes (such as computer literacy) were deleted, and separate statements were not written for those items. The remainder of the SPSs were then reviewed, excess educational jargon was removed, and items were combined to tool a very concise, easily understood data collection instrument. This format worked for this school district based on the ways the committee decided the data would be used.

Deciding on and gaining committee agreement on a rating scale is the most difficult part of the form design process. Some rating scale possibilities are listed on the handout, "Rating Scale Examples," in Appendix C (Page C-6).

Detailed instructions for completing the CBVA rating forms should also be written and supporting documentation, such a list of sample modification statements and sample IEP goals and objectives can then be added to complete a basic, district CBVA handbook. Another handout, "IEP Goals and Objectives for Work-Related Behaviors" (see page C-13) includes sample IEP goals and objectives written by teachers for CBVA Work-Related Behaviors. This is useful as a training handout.

How will the data be applied?

The answers to this question should reflect actual areas for data application, such as when writing the IEP/Transition IEP, during career planning and vocational program planning, when selecting work-based learning sites, and so on (see page A-19). It is important for CBVA teams to consider a wide range of possibilities for using CBVA data (see Appendix E, Newsletters, for other examples).

Roles and Responsibilities

Once the conceptual model has been outlined, it is time to work on the "Roles and Responsibilities" for administering the CBVA process. The management flow chart provided in the CBVA Handbook, Appendix A (Page A-14) gives some prompts to assist CBVA teams in determining who is going to do what and when.

Each school district is unique in its structure and needs, so each CBVA process will vary from one to the other. Decisions regarding procedures and management are best made locally. An example of a Management Flow Chart can be found in Part IV in the section about Miami-Dade's CBVA program. The flow chart provides an example of a large urban school district's CBVA process.

Narrative Summary of Model Operation

A narrative summary description of the district's CBVA process is the last item to be developed in a district CBVA handbook. This summary should detail the assessment environments, grade levels, and areas of data application (see page A-21).

Process Implementation

After the CBVA process and materials are designed, they are ready to be piloted. The selection of the pilot sites should match the environments that were chosen for assessment. For example, if the purpose and design is to assess pre-vocational career skills and awareness, then a middle school site would be selected. If the environments included vocational job preparatory program or OJT assessment of skill application, then a high school or technical school vocational education, coop program, or diversified education program would be selected. Of course, the staff selected should be provided with a thorough understanding of the CBVA procedures and materials and be willing to use and critique the materials. As mentioned earlier, the staff should also be on the CBVA working subcommittee so that regular meetings can be scheduled where release time would be covered by a substitute provided by funds earmarked for the implementation project.

The length of the CBVA pilot should coincide with the rating period(s). If ratings occur each nine weeks as students progress through a vocational wheel, then the pilot would last for one or two semesters. In any case, one year is a reasonable length of time to pilot the CBVA process. During this time, the rating instruments and procedures are fine tuned. ESE and Applied Technology personnel also have the opportunity to practice data synthesis and application during this pilot time.

After the CBVA committee reviews and approves the results of the pilot, a plan for program marketing including expansion to other sites and program maintenance should be devised. It is recommended that most of the responsibilities for these activities be given to one person who is identified to keep the CBVA activities going. Appendix B contains materials appropriate for marketing and maintenance activities, such as strategies, reminder cards, and sample memos.

Training

Training Applied Technology and ESE instructors is part of program maintenance. Training works best when it coincides with the time(s) when ratings are supposed to occur. For example, if ratings are to occur at the end of each semester, then training should also occur close to these timelines. Thus, the instructor is trained and simultaneously becomes a participant in the process.

Acceptance of any new process is usually higher when teachers gain materials that they can use. During the first training workshop, it is advisable to emphasize the "how to"--how to complete the rating forms, how to use the data, how to integrate CBVA into existing processes. In addition, it is important to include ideas regarding how the materials can be used by teachers in classrooms with their students. Include a "Best Practice" section in the second training workshop so teachers can learn from each other. It is recommended that teachers who are new to the CBVA process attend two workshops during their first year, one in the fall close to the time when initial ratings should occur and one in the spring when final ratings for the year should occur.

Monetary support is needed for such an extensive training program. Funds may also be needed for salary for the person whose major responsibilities include CBVA. To meet these needs, one possibility is to use federal dollars provided through the Carl D. Perkins Vocational and Technical Education Act. Other possibilities include federal dollars provided through the Individuals with Disabilities Education Act (IDEA) and/or district staff development dollars. Internal coverage on a limited basis at each school may also be available.

Summary

In summary, the development of a unique district CBVA process can be as simple or as complex as a district's purpose and need dictate. The process can include a single practitioner in a vocational lab or it can be inclusive of several assessment environments encompassing middle and senior high school. It can be used for an isolated purpose, such as identifying students enrolled in a regular job preparatory program who will need an MOCP or for a multitude of purposes as dictated by the district's defined purpose and need.

District Checklist:
Current Vocational Assessment Activities

Yes/No	Grade Level	Program or Assessment Activity
		Curriculum-based assessment, such as: CBVA
		Vocational interest inventories, such as: Florida Choices, Self-Directed Search
		Work evaluation, such as: Commercial vocational assessment batteries given by a trained vocational evaluator (for example: VALPAR)
		Standardized assessment batteries, such as: Armed Services Vocational Assessment Battery (ASVAB)
		Academic achievement testing, such as: Woodcock-Johnson Academic Achievement Test or other tests given by English or math teachers once a year to determine academic achievement levels
		Other, such as: Career Pathways

Part IV
District Approaches

Several districts in Florida have used CBVA over the years in a variety of ways. CBVA process overviews and materials are included in this section from the following districts:

- Miami-Dade County
- Okaloosa County
- Osceola County
- Pasco County
- Walton County

Miami-Dade County Public Schools

Miami-Dade County became involved with Curriculum-Based Vocational Assessment in the early '90's when Dr. Robert Stodden of the University of Hawaii conducted a Train the Trainers series. The developmental model that he presented fit the needs of our constantly growing, urban school system.

An educational specialist was selected to oversee the development and implementation process and the work began. An interdisciplinary team was assimilated and the first year included program and materials development and piloting at three schools. As the years have passed, the number of schools has grown to include sixty-six middle and senior high schools.

Assessment information is collected from instructor ratings in the three areas of work-related behaviors, generalized skill outcomes, and specific skill outcomes. At the middle school level, selected academic course instructors complete a CBVA rating form for every designated exceptional student enrolled in a course. Vocational instructors teaching supplement courses and career-related course instructors complete a CBVA rating form for every exceptional student enrolled in their courses. At the high school level, CBVA rating forms are completed for every exceptional student in the supplement vocational courses, select regular education job preparatory courses and in the On-the-Job Training (OJT) Programs.

At both levels (middle school and senior high school), completed CBVA rating forms are given to the CBVA designee at the school who shares the information with those involved in planning with the student. CBVA data are considered by others in making programming and placement decisions related to the student's vocational and career development needs. In the classroom, the information may be used to design instructional modifications.

It was initially hoped that the process could be put in place and left to function. That has not been found to be the case. In a district as large and ever changing as Miami-Dade, the key contact person at a school may be different any given year and support will be needed to keep the process going. Materials and training needs are assessed each fall and the educational specialist is still needed to provide these support services as well as monitoring at the school level. In year eight of the CBVA program (1999), eighty teachers who were new to the materials and procedures attended training. Change is inevitable with the rating forms also. For example, all of the rating forms needed review after curriculum restructuring. If there is one thing that is constant it is change.

Miami-Dade County Public Schools (MDCPS)
Office of Applied Technology, Adult, and Career, Education (OATACE)

Curriculum-Based Vocational Assessment (CBVA)
Management Flow Chart

TIMELINES	PERSONS RESPONSIBLE	RESPONSIBILITIES	ACTIVITIES
(1) Beginning of school year	Principal's Designee	Receives information from OATACE	• Receives handbook and instructions for conducting assessment activities
(2) Start of each semester or wheel component, no later than 8th week of semester	ESE Department Chairperson or CBVA Specialist	Initiates vocational assessment activities	• Provides inservice to new instructors starting the assessment process • Notifies instructors of students with disabilities assigned to their class when reviewing guidelines and distributing rating forms to them • Provides assistance to instructors as needed
	Vocational and/or Related Academics Instructor(s)		• Review(s) assessment rating forms and take(s) note of those outcomes to be taught to the student
(3) During course	Vocational or Related Academics Instructor(s)	Complete(s) vocational assessment rating forms	• Conduct(s) observations of student performance
By the end of December and May, or by the end of each wheel component	Vocational or Related Academics Instructor(s)		• Complete(s) assessment rating forms • Return(s) forms to ESE Department Chairperson

CBVA Management Flow Chart (Continued)

TIMELINES	PERSONS RESPONSIBLE	RESPONSIBILITIES	ACTIVITIES
(4) End of course	ESE Department Chairperson	Collects and coordinates completed rating forms	• Coordinates rating forms with other assessment information
End of middle school	ESE Department Chairperson		• Forwards CBVA materials to senior high school
At time of vo-tech enrollment	ESE Department Chairperson		• Forwards copies of CBVA materials to Vo-tech
By the end of May	Vo-tech Designee		• Forwards copies to home school(s)
After 1st rating and prior to the 12th grade Transition/ Exit Conference	Vo-tech Designee		• Forwards copies to home school(s)
At time of school transfer	ESE Department Chairperson		• Forwards CBVA materials to receiving school
(5) During or prior to IEP annual review	ESE instructor(s)	Review(s) assessment data for use in the development of IEP goals/ objectives and instructional modifications	• Review(s) and organize(s) assessment information for discussion in IEP meeting • Invite(s) vocational instructors or others as appropriate to IEP meetings • Use(s) vocational assessment information for the development of goals and objectives
During course	ESE/Vocational Instructor(s)		• Use(s) vocational assessment information for instructional suggestions
(6) By June of the student's graduating year	ESE Department Chairperson	Provides Region Transition Specialist with CBVA folders	• Gives CBVA folders to Region Transition Specialist

BEST COPY AVAILABLE

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID# _____
Exceptionality _____
Home School _____
Shared-time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____
Grade(s) _____
Course Name: _____
Course# _____
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:					SPECIFIC SKILL OUTCOMES: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N	28.				
2. Practices punctuality	Y N	Y N	Y N	Y N	29.				
3. Interacts with teachers/supervisors	Y N	Y N	Y N	Y N	30.				
4. Cooperates as a team member	Y N	Y N	Y N	Y N	31.				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N	32.				
6. Works unsupervised	Y N	Y N	Y N	Y N	33.				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N	34.				
					35.				
8. Uses good judgment	Y N	Y N	Y N	Y N	36.				
9. Accepts changes	Y N	Y N	Y N	Y N	37.				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N	38.				
Displays:					39.				
11. Initiative	Y N	Y N	Y N	Y N	40.				
12. Integrity	Y N	Y N	Y N	Y N	41.				
13. Frustration tolerance	Y N	Y N	Y N	Y N	42.				
14. Good manners and personal habits	Y N	Y N	Y N	Y N	43.				
15. Appearance required by situation	Y N	Y N	Y N	Y N	44.				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N	45.				
					46.				
17. _____	Y N	Y N	Y N	Y N	47.				

GENERALIZED SKILL OUTCOMES: Dates:				
18. Understands/follows oral directions	Y N	Y N	Y N	Y N
19. Communicates orally	Y N	Y N	Y N	Y N
20. Communicates in writing	Y N	Y N	Y N	Y N
21. Understands/follows written directions	Y N	Y N	Y N	Y N
22. Applies related terminology	Y N	Y N	Y N	Y N
23. Applies related measurement	Y N	Y N	Y N	Y N
24. Applies related math computation	Y N	Y N	Y N	Y N
25. Demonstrates problem solving	Y N	Y N	Y N	Y N
26. Demonstrates computer literacy	Y N	Y N	Y N	Y N
27. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION
____	____	_____
____	____	_____
____	____	_____
____	____	_____
____	____	_____
____	____	_____
____	____	_____
____	____	_____

Use back of form to list additional modifications or make general comments.

BEST COPY AVAILABLE

Okaloosa County Public Schools

Okaloosa County Public Schools became involved with CBVA in the early 90's. The district has used CBVA throughout the years and continues to use it in a variety of settings that include instruction in the community, the applied technology center, as well as on the job training sites. The population, with which the district uses CBVA, includes students who are on standards for a special diploma. The information is used during IEP meetings, as well as throughout the year to help students be aware of their behaviors across settings. It is also shared with adult agencies during transition planning.

The district has tried many rating forms and has recently developed a new form that is used in conjunction with Modified Occupational Completion Points forms. The rating form has been formatted in larger print and uses the levels of functioning defined in the new standards for special diploma. The district has found that meeting individually with people completing the rating form provides more accurate ratings as well as an increased number of completed ratings.

SCHOOL DISTRICT OF OKALOOSA COUNTY

Curriculum Based Vocational Assessment Rating

Student:_____ Student Number:_____

Vocational Program:_____ Dates:_____ to _____

Work Related Behaviors and Generalized Skills	1	2	3	4
Complies with attendance policies				
Practices punctuality				
Interacts with teachers or supervisors				
Cooperates as a team member				
Seeks assistance appropriately				
Works unsupervised				
Completes task accurately & in a timely manner				
Uses good judgment				
Accepts changes				
Accepts constructive criticism				
Displays Initiative				
Displays Integrity				
Displays frustration tolerance				
Displays good manners and personal habits				
Displays appearance required by situation				
Displays safe use & proper care of equip/materials				
Understands and follows oral directions				
Understands and follows written directions				
Communicates orally				
Communicates in writing				
Applies related vocabulary				
Applies related math skills (computation, measure)				
Demonstrates problem solving				
Shows interest in occupational area				

Rating Scale: I= Independent (with or w/o modifications)
S= Supported (requires support and guidance)
P= Participatory (participates in activities)

Osceola County Public Schools

Since 1989, Curriculum Based Vocational Assessment has provided valuable information regarding the vocational preferences, aptitudes and work behaviors of Osceola County's exceptional students. After attending state-sponsored training for CBVA, it was clear to the district team that this was a process that could help to identify needs and increase the success of ESE students in vocational classes. A resource teaching position, jointly funded by Exceptional Student Education and Vocational Education, was assigned the responsibility of implementing and coordinating CBVA. It has since been an integral component to transition planning for exceptional students.

The original plan called for districtwide implementation of CBVA to assist vocational educators and their mainstreamed students. The first year included eighth and ninth graders only. One grade level was added each year, so that by 1994 all ESE students enrolled in vocational classes at the district's five middle schools and its four high schools were involved in CBVA.

At the beginning of each semester the Technical and Transition Specialist notified all vocational teachers of the ESE students enrolled in their classes, and identified and ESE contact person at their school. Through cooperative consultation the ESE and vocational teachers developed modifications to the curriculum, instructional methods, materials and equipment according to each student's needs. A CBVA form for each student was provided to teachers to be completed at the end of the semester. These forms were housed in each student's transition portfolio, providing a cumulative record for developing annual IEP goals and career plans.

Districtwide CBVA has not been implemented in mainstream vocational courses for the past two years. During the changeover to an upgraded "mainframe" computer system, CBVA has been limited to include only the specialized ESE vocational classes. The computer program which previously generated lists of mainstreamed ESE students enrolled into regular vocational courses should again be available in late 1999.

Group and individual training to meet the needs of special populations has been offered to vocational and ESE teachers each year. Several different approaches have been used, depending on the needs of the school and experience of the teachers.

CBVA has proven to be a useful tool for notifying mainstream vocational teachers about the special learning needs of individual students. Prior to CBVA, teachers often did not know which students had learning disabilities (or other disabilities). Comments from vocational teachers tend to be very honest and relevant to the workplace, therefore useful in transition planning.

Another effective outcome of CBVA has been the development of the transition portfolio. CBVA results are housed in this special folder for each student along with records of career interest assessments, work experience and career goals. As students progress through high school, the transition portfolio becomes the basis for developing transition goals and goals for postsecondary agencies by providing the following:

- A continuous record of performance in vocational courses
- A reflection of a student's changing career interests
- Modifications and strategies which increase achievement
- Work-related behaviors which that have been developed, as well as those which need to be addressed

The biggest obstacle with CBVA has been the demand of keeping up with it as the district has grown. Osceola County has added middle schools, high school and alternative programs. Although the benefits of CBVA for all ESE students has been demonstrated, the need for additional staff to coordinate distribution and collection of paperwork and to provide training is almost overwhelming. Limiting CBVA to particular schools, to special diploma programs or to specified vocational programs would be easier to handle but would be a loss to vocational educators and to the majority of ESE students.

OSCEOLA DISTRICT SCHOOLS
CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

Student: _____ **School:** _____ **Grade:** _____

Vocational Instructor: _____ **Vocational Instructor:** _____

Semester (circle one): **First** **Second** **Semester Grade:** _____

Check modifications used: **Comments:**

___ **Setting:**

___ **Content:**

___ **Teaching Method**

___ **Materials/Equipment:**

Work Related Behaviors

Please circle the appropriate category:
P = Proficient, can perform with 90% accuracy
M= Proficient with modification, can perform with instructor assistance
N = Not proficient

(DO NOT CIRCLE ITEMS WHICH WERE NOT OBSERVED/COVERED)
Complete the totals and percentages at the bottom.

1.	P M N	Displays initiative	16.	P M N	Seeks assistance appropriately
2.	P M N	Exhibits a desire to improve	17.	P M N	Displays appropriate habits/manners
3.	P M N	Displays integrity	18.	P M N	Displays appropriate appearance
4.	P M N	Exhibits self-confidence	19.	P M N	Complies with attendance regulations
5.	P M N	Displays frustration tolerance	20.	P M N	Practices punctuality
6.	P M N	Exhibits flexibility	21.	P M N	Displays appropriate conduct
7.	P M N	Makes judgments and decisions	22.	P M N	Uses materials/equipment properly
8.	P M N	Solves problems effectively	23.	P M N	Takes proper care of materials/equipment
9.	P M N	Relates with peers/co-workers	24.	P M N	Complies with safety precautions
10.	P M N	Relates with teachers/supervisors	25.	P M N	Displays truthfulness
11.	P M N	Cooperates as a team member	26.	P M N	_____
12.	P M N	Accepts constructive criticism	27.	P M N	_____
13.	P M N	Works unsupervised	28.	P M N	_____
14.	P M N	Completes tasks accurately	29.	P M N	_____
15.	P M N	Completes tasks in a timely manner	30.	P M N	_____

Total number of P's circled: _____
Total number of M's circled: _____
Total number of N's circled: _____

$\frac{P+M}{P+M+N}$ = _____ %

_____ _____
Instructor Signature Date

RETURN TO ADULT/VOCATIONAL EDUCATION DEPARTMENT
VE-188 AN EQUAL OPPORTUNITY AGENCY FC-300-997 (5/89)

Pasco County Public Schools

Curriculum-Based Vocational Assessment (CBVA) was first used in Pasco County in 1989 as a means of helping students begin to explore future career choices. A method of tracking student performance and outcomes was developed in what became known as the "Performance Profile". Middle school technical education instructors used these profiles for both the seventh grade vocational orientation (wheel) and eighth grade exploratory vocational classes. After the first year, because of the time demand on teachers, the use of middle school performance profiles was limited to only ESE students.

The middle school information was used effectively with the ESE populations for several years to assist in class selection for students moving from 7th to 8th grade and then, from 8th to 9th grade. After a time it became a hit or miss proposition to receive the forms back from the teachers. The middle school staff voiced concern that their time was not being well spent filling out forms when they were unsure the information was being passed on and used.

Our district developed a system where a team of personnel consisting of a Work Evaluation Specialist, Special Populations Coordinator, and the Job Placement Transition Specialist (JPTS) visit each middle school in the fall and meet with both ESE and Technical Education staff to discuss the process of the performance profiles. These meetings proved very productive. With the added communication between the groups this part of the articulation process seems to be working well. As with any system, an ongoing effort is required to achieve a quality outcome. The Performance Profiles have now become a part of the articulation process of ESE students from the middle school to the high school through the Job Preparation Program (JPP).

The JTPS at the high school level uses the results of the information gathered to assist the case manager and student in completing the Transition Individual Education Plan (TIEP) and class schedule. Students are given many choices in deciding which course of study to follow along with their expressed vocational interests.

With the results of the students' Performance Profiles, and teacher recommendations, ESE students may elect to take an exploratory wheel class at the local technical training center. This program is recommended for 9th and 10th grade students to assist in planning for their individual education needs, but is offered at any grade level if the student so chooses. Students participating in this program attend MTEC for 1-2 periods a day. Each student shadows in 2-5 technical training programs based on the performance profile, work evaluation information, other interest inventories and expressed interest. Specific program CBVA forms are used for monitoring the student's degree of success.

In Pasco County's Job Preparation Program, students have an opportunity to participate in paid and/or unpaid on-the-job training. The JPTS uses the performance profiles to evaluate students in these programs and assisting them in improving their employability skills through a class offered at their home school. The students may choose to gain work experience through either a non-paid pre-employment training facility or by obtaining a paid position in an off-

campus site. Performance Profiles track the student's progress and give feedback in the eleven work-related behaviors.

The final aspect of the program is the Career Portfolio. The JPTS gathers information about each student throughout the four years of high school. This information includes: demographics, Choices career planner, assessment scores, practice job applications, resumes, work evaluation results, agency contacts, references, letters of recommendation, work experience, awards and performance profiles grades 7-12. The portfolios are made available to case managers, JPTS, students, and parents for use during TIEP conferences and are given to the student when he/she exits the school system.

Job Preparation Program Options

1. Employability Skills Class

2. Vocational Training

   A. Marchman Technical Education Center or
      Moore Mickens Education Center

   B. High School Elective courses

   C. Marchman Wheel/SCANS

3. Unpaid On the Job Training

   A. On-Campus job

   B. Off-Campus job (contracted sites)

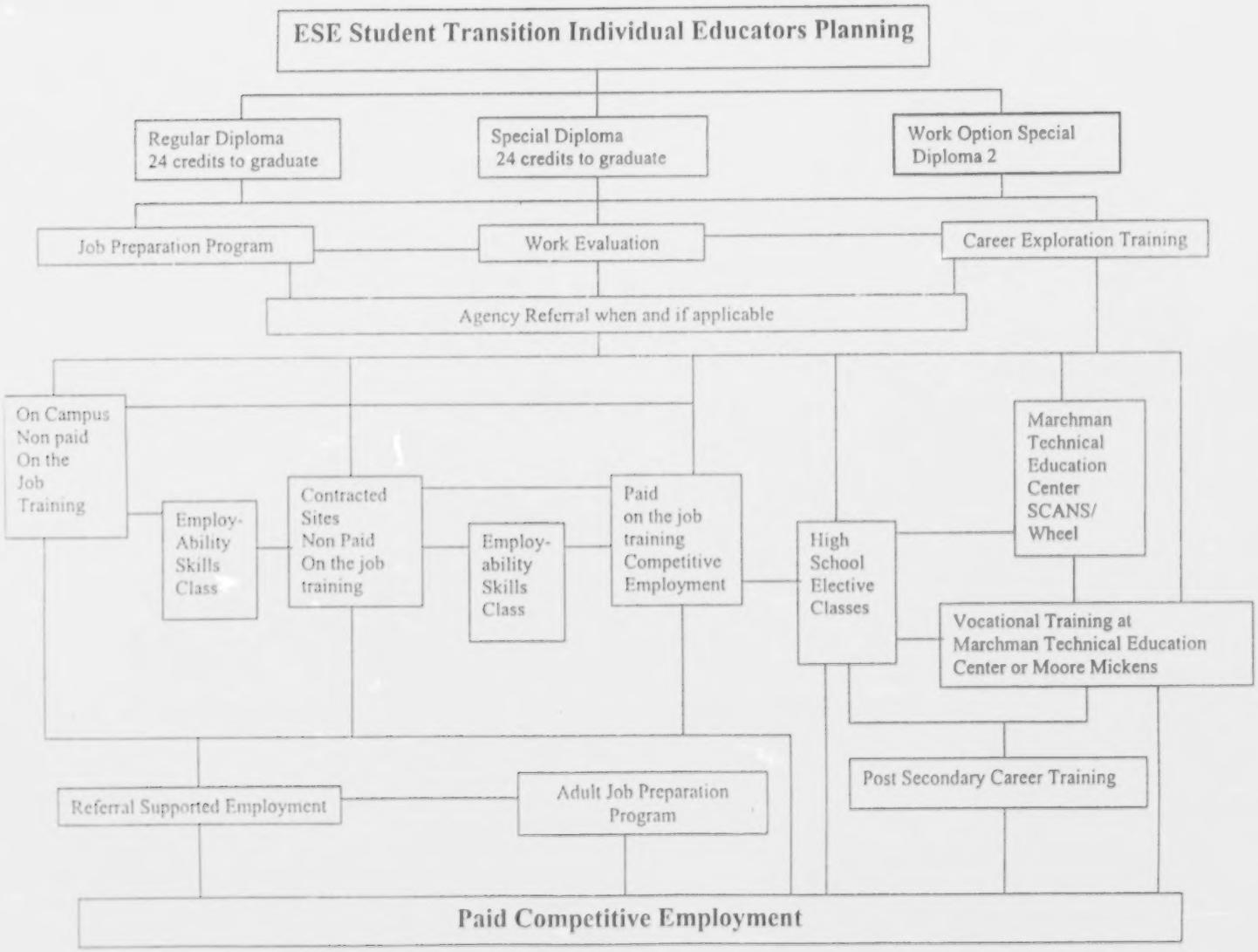
4. Paid On the Job Training

5. Auxiliary activities

   A. Job Shadowing/visit to job sites

   B. Visits to post-secondary instructional institutions

   C. Job/Career Fairs


ESE Student Transition Individual Educators Planning
Regular Diploma
24 credits to graduate
Special Diploma
24 credits to graduate
Work Option Special
Diploma 2
Job Preparation Program
Work Evaluation
Career Exploration Training
Agency Referral when and if applicable
On Campus
Non paid
On the
Job
Training
Employ-
Ability
Skills
Class
Contracted
Sites
Non Paid
On the job
training
Employ-
ability
Skills
Class
Paid
on the job
training
Competitive
Employment
High
School
Elective
Classes
Marchman
Technical
Education
Center
SCANS/
Wheel
Vocational Training at
Marchman Technical Education
Center or Moore Mickens
Post Secondary Career Training
Referral Supported Employment
Adult Job Preparation
Program
Paid Competitive Employment

PERFORMANCE PROFILE FOR SEVENTH GRADE VOCATIONAL WHEEL

Name:_____
School:_____
School Year:_____

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

WORK RELATED BEHAVIORS	Agribusiness	Computer Business Ed.	Health Occupations	Industrial Technology	Marketing Occupations	Consumer & Family Science	
1. Displays initiative.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
2. Displays tolerance to frustration.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
3. Relates to peers/co-workers	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
4. Relates to teachers/supervisors.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
5. Works independently.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
6. Completes tasks as directed.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
7. Displays appropriate conduct, habits, manners	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
8. Displays appropriate appearance.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
9. Complies with attendance regulations.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
10. Uses care with materials/equipment.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
11. Complies with safety rules.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Strengths (Choose from behavior 1 through 11)							
Displays an interest in this vocational career.	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Grade							
Teacher's Signature/Date							

Additional Comments:_____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name: _____
School: _____
Date Entered: _____
Date Exited: _____

AGRICULTURE

Proficiency: 3 = Above Average; 2 = Average; 1 = Below Average

ESE Teacher _____
Approx. Reading Level: _____
Approx. Math Level: _____
Special Needs: _____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Identify, propagate and care for ornamental plants.	3 2 1	3 2 1	
13. Produce an agricultural crop and/or raise and care for an animal.	3 2 1	3 2 1	
14. Demonstrate safe use of machines and tools commonly used in agricultural mechanics.	3 2 1	3 2 1	
15. Prepare and process an agricultural product.	3 2 1	3 2 1	
16. Describe how trees grow and reproduce.	3 2 1	3 2 1	
17. Demonstrate a method or practice of conservation (composting, recycling, etc.)	3 2 1	3 2 1	
18. Use effective communication skills to deliver a speech or conduct a demonstration.	3 2 1	3 2 1	
19. Describe how the free enterprise system is beneficial to agricultural producers and consumers.	3 2 1	3 2 1	
20. Use computer to assist in the completion of an agricultural project.	3 2 1	3 2 1	
21. Identify personality aspects to consider when choosing a career.	3 2 1	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

BUSINESS EDUCATION

Proficiency 3 = Above Average
2 = Average
1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Ratine	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Perform basic computer operations.	3 2 1	3 2 1	
13. Perform basic keyboarding activities.	3 2 1	3 2 1	
14. Perform basic operations on the calculator.	3 2 1	3 2 1	
15. Read and use classified ads from a newspaper.	3 2 1	3 2 1	
16. Format a business letter.	3 2 1	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

COMPUTERS

Proficiency
3 = Above Average
2 = Average
1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Demonstrate proper care and handling of computer equipment.	3 2 1	3 2 1	
13. Perform basic computer operations.	3 2 1	3 2 1	
14. Perform basic keyboard activities.	3 2 1	3 2 1	
15. Demonstrate word processing applications.	3 2 1	3 2 1	
16. Identify careers related to computers.	3 2 1	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

Family and Consumer Sciences

Proficiency 3 = Above Average
2 = Average
1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Identify personal talents and abilities that contribute to self-esteem from the following activities: A. Craft/sewing project B. Family fun activities C. Culinary Arts	3 2 1	3 2 1	
13. Apply mathematical skills needed in FACS	3 2 1	3 2 1	
14. Classify foods in the food pyramid	3 2 1	3 2 1	
15. Follow oral directions for completion of an activity.	3 2 1	3 2 1	
16. Follow written directions.	3 2 1	3 2 1	
17. Prepare foods using large and small appliances.	3 2 1	3 2 1	
18. Identify suitable wardrobes appropriate for various occasions.	3 2 1	3 2 1	
19. Identify positive ways of caring for children	3 2 1	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

MARKETING

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Ratine	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Identify the free enterprise system.	3 2 1	3 2 1	
13. Identify five (5) occupations in each component of the channel of distribution.	3 2 1	3 2 1	
14. Describe the eight (8) marketing functions.	3 2 1	3 2 1	
15. Identify five occupations in the Marketing Service industry.	3 2 1	3 2 1	
16. Identify the proper procedures to write a check and Balance a checkbook.	3 2 1	3 2 1	
17. Design an advertisement..	3 2 1	3 2 1	
18. Identify the proper procedures to apply for a job.	3 2 1	3 2 1	
19. Demonstrate computer use in Marketing.	3 2 1	3 2 1	
20. Research a career.	3 2 1	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

PUBLIC SERVICE

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Define Public Service.	3 2 1	3 2 1	
13. Identify at least three (3) career clusters from Public Service.	3 2 1	3 2 1	
14. Name at least two (2) occupations from each of the Eight (8) career clusters.	3 2 1	3 2 1	
15. Complete a job application.	3 2 1	3 2 1	
16. List several types of working conditions.	3 2 1	3 2 1	
17. Explain how laws are made.	3 2 1	3 2 1	
18. Explain two types of city government.	3 2 1	3 2 1	
19. Successfully manage a city using computer software.	3 2 1	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR EIGHTH GRADE EXPLORATORY VOCATIONAL COURSES

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

TECHNOLOGY

Proficiency
3 = Above Average
2 = Average
1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Student interest	Comments
12. Work cooperatively with others.	3 2 1	3 2 1	
13. Define terms related to computer parts and usage.	3 2 1	3 2 1	
14. List ways in which computers are used in technology	3 2 1	3 2 1	
15. Demonstrate the application of a computer.	3 2 1	3 2 1	
16. Read and follow complex written directions.	3 2 1	3 2 1	
17. Formulate and solve problems in mathematical terms selecting appropriate approaches and tools (mental computation, trial and error, paper-and-pencil techniques, calculator, and computer.	3 2 1	3 2 1	
18. Gather scientific information through skills in laboratory, field and library work.	3 2 1	3 2 1	
19. Describe steps in design/problem solving process.	3 2 1	3 2 1	
20. Explain problem solving roles of technology.	3 2 1	3 2 1	
21. Identify careers within specific areas of technology.	3 2 1	3 2 1	

Teacher's signature _____ Date _____

JOB PREPARATION EVALUATION FORM

Name: _____
Job Title: _____
School: _____
JPTS: _____

OJT periods _____X 5 days =
_____ hours worked per week.
_____
signature

Employer: _____
Address: _____
_____
Phone # _____
Contact Person: _____

WORK RELATED BEHAVIORS dates→									
1. Displays initiative.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
2. Displays tolerance to frustration.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
3. Relates to peers/co-workers.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
4. Relates to teachers/supervisors.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
5. Works independently.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
6. Completes tasks as directed.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
7. Displays appropriate conduct, habits, manners.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
8. Displays appropriate appearance.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
9. Complies with attendance regulations.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
10. Uses care with materials/equipment	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
11. Complies with safety rules.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Total Points:									

Date	COMMENTS (Work related behavior marked a 1, or has dropped, pleases include a comment.)

Rating: 3=above average 2=average 1=below

Grade Scale A=31 to 33
B=29 to 30
C=26 to 28
D=23 to 25
F=22

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

AUTO MECHANICS

Proficiency 3 = Above Average
2 = Average
1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Complete shop safety packet.	3 2 1	
13. Understand fire drill procedures.	3 2 1	
14. Identify basic hand tools.	3 2 1	
15. Identify power tools.	3 2 1	
16. Identify standard fasteners.	3 2 1	
17. Demonstrate use of service manuals.	3 2 1	
18. Participate in shop orientation.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

AUTO BODY REPAIR

Proficiency
3 = Above Average
2 = Average
1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Complete auto body safety unit.	3 2 1	
13. Identify auto body hand tools.	3 2 1	
14. Identify auto body power tools.	3 2 1	
15. Participate in auto body shop activities.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

CARPENTRY

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Demonstrate shop and occupational safety skills.	3 2 1	
13. Demonstrate proper handling and storage of materials.	3 2 1	
14. Maintain a clean, orderly and safe work area.	3 2 1	
15. Identify common safety hazards.	3 2 1	
16. Identify various hand tools.	3 2 1	
17. Demonstrate safe and proper use of hand tools.	3 2 1	
18. Identify common fasteners used in construction.	3 2 1	
19. Calculate linear foot measurement.	3 2 1	
20. Receive and store materials at a job site.	3 2 1	
21. Identify basic first aid procedures.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

COMMERCIAL ART

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Is punctual in meeting responsibilities.	3 2 1	
13. Return tools to proper area.	3 2 1	
14. Follow directions.	3 2 1	
15. Follow safety practices.	3 2 1	
16. Define and explain commercial art terms and tools.	3 2 1	
17. Evaluate a drawing.	3 2 1	
18. Draw freehand designs using pencil.	3 2 1	
19. Help locate pictures and develop a morgue file.	3 2 1	
20. Demonstrate enlarging and reducing on the photocopier.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

COMMERCIAL FOOD

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Is punctual in meeting responsibilities.	3 2 1	
13. Return tools to proper area.	3 2 1	
14. Follow directions.	3 2 1	
15. Practice strict sanitation and safety practices.	3 2 1	
16. Set up three compartment dishwashing sinks.	3 2 1	
17. Clean and boil out deep fryer.	3 2 1	
18. Set up and organize work stations.	3 2 1	
19. Clean and sanitize counter areas.	3 2 1	
20. Wash soiled towels in washing machine and dry in dryer.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

COSMETOLOGY

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Reports on time.	3 2 1	
13. Observe and apply sanitation and shop safety rules.	3 2 1	
14. Set up/operate equipment and materials.	3 2 1	
15. Clean and maintain tools and equipment.	3 2 1	
16. Stock and inventory supplies.	3 2 1	
17. Demonstrate professional ethics with customers.	3 2 1	
18. Prepare the patron.	3 2 1	
19. Select appropriate shampoo products.	3 2 1	
20. Apply shampoo to hair and scalp.	3 2 1	
21. Rinse shampoo from hair and scalp.	3 2 1	
22. Select and apply appropriate conditioner.	3 2 1	
23. Complete orientation to Cosmetology.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

ORNAMENTAL HORTICULTURE

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Identify parts of the plant.	3 2 1	
13. Describe the basic functions of roots, stems, and leaves.	3 2 1	
14. List the requirements for healthy plant growth.	3 2 1	
15. Identify plants according to common name.	3 2 1	
16. Classify plants according to growth habit.	3 2 1	
17. Prepare propagation media.	3 2 1	
18. Demonstrate various methods of plant propagation.	3 2 1	
19. Transplant various trees.	3 2 1	
20. Identify soil and media materials.	3 2 1	
21. Apply fertilizers and soil amendments.	3 2 1	
22. Identify water needs of plants.	3 2 1	
23. Prune plants for desired shape and growth.	3 2 1	

Teacher's signature _____ Date _____

89

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

PRINTING/GRAPHIC ARTS

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Reports on time.	3 2 1	
13. Read, understand, and follow classroom safety guidelines.	3 2 1	
14. Read, complete, and pass basic Safety Test.	3 2 1	
15. Stay in authorized work area.	3 2 1	
16. Leave work area clean.	3 2 1	
17. Perform general shop clean-up.	3 2 1	
18. Produce basic copy jobs on photocopier.	3 2 1	
19. Produce basic enlargements and reductions on photocopier.	3 2 1	
20. Observe/assist with press set-up, press run and press clean-up.	3 2 1	
21. Develop and design a basic business card design.	3 2 1	
22. Complete tasks on time.	3 2 1	
23. Complete orientation to Printing/Graphic Arts.	3 2 1	

Teacher's signature _____ Date _____

PERFORMANCE PROFILE FOR MARCHMAN TECHNICAL EDUCATION CENTER

Name:_____
School:_____
Date Entered:_____
Date Exited:_____

SMALL GAS ENGINE REPAIR

Proficiency	3 = Above Average 2 = Average 1 = Below Average

ESE Teacher_____
Approx. Reading Level:_____
Approx. Math Level:_____
Special Needs:_____

Section A – WORK RELATED BEHAVIORS	Rating	Comments
1. Display initiative.	3 2 1	
2. Display Tolerance to frustration.	3 2 1	
3. Relate to peers/co-workers	3 2 1	
4. Relate to teachers/supervisors.	3 2 1	
5. Work independently.	3 2 1	
6. Complete tasks as directed.	3 2 1	
7. Display appropriate conduct, habits, manners	3 2 1	
8. Display appropriate appearance.	3 2 1	
9. Comply with attendance regulations.	3 2 1	
10. Use care with materials/equipment.	3 2 1	
11. Comply with safety rules.	3 2 1	

Section B – Job Related Tasks	Rating	Comments
12. Complete safety packet.	3 2 1	
13. Demonstrate fire drill procedures.	3 2 1	
14. Identify basic hand tools.	3 2 1	
15. Identify specialized hand tools.	3 2 1	
16. Participate in shop activities.	3 2 1	

Teacher's signature _____ Date _____

JOB PREPARATION EVALUATION FORM TRANSITION (non-paid) OJT

_____On Campus
_____Hospital
_____Center
_____Other

Job Title
_____
_____
_____
_____

Name_____

OJT periods _____X 5 days = _____ hours worked per week.

_____
Teacher signature

WORK RELATED BEHAVIORS dates→									
1. Displays initiative.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
2. Displays tolerance to frustration.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
3. Relates to peers/co-workers.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
4. Relates to teachers/supervisors.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
5. Works independently.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
6. Completes tasks as directed.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
7. Displays appropriate conduct, habits, manners.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
8. Displays appropriate appearance.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
9. Complies with attendance regulations.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
10. Uses care with materials/equipment	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
11. Complies with safety rules.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Total work related behavior points:									
DATES ABSENT									

Date	COMMENTS (If weekly grade is below a C)

Rating:	Grade Scale A=31 to 33
3=above average	B=29 to 30
2=average	C=26 to 28
1=below average	D=23 to 25
	F=22

Walton County Public Schools

CBVA was introduced to Walton County Public Schools at a workshop in 1993 by Dr. Stodden and Dr. Janet Adams. It became immediately apparent that CBVA could be utilized in the district's transition program for students with disabilities.

Initially, vocational teachers utilized the CBVA rating form to give the Transition Specialist a "snapshot" overview of the progress the students were making in their respective vocational programs. This "snapshot" overview was further utilized to determine each student's job readiness. Additionally, completed CBVA rating forms have been utilized at employment interviews to show a potential employer a student's strengths and weaknesses. The CBVA rating form eventually became the rating instrument used by employers of students with disabilities. In most recent times the use of CBVA has been extended to all of the students enrolled in job prep programs and the school-to-work initiative.

The CBVA process is easy to use and easy for all interested parties to understand. It provides counselors, parents, students, employers, service providers, and administrators with a well-organized system to help in determining a student's progress and capabilities.

WALTON COUNTY SCHOOL DISTRICT
SCHOOL TO WORK
CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared time School _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name:
Course #:
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20. _____	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. _____	____	____	____	____
32. _____	____	____	____	____
33. _____	____	____	____	____
34. _____	____	____	____	____
35. _____	____	____	____	____
36. _____	____	____	____	____
37. _____	____	____	____	____
38. _____	____	____	____	____
39. _____	____	____	____	____
40. _____	____	____	____	____
41. _____	____	____	____	____
42. _____	____	____	____	____
43. _____	____	____	____	____
44. _____	____	____	____	____
45. _____	____	____	____	____
46. _____	____	____	____	____
47. _____	____	____	____	____
48. _____	____	____	____	____
49. _____	____	____	____	____
50. _____	____	____	____	____
51. _____	____	____	____	____

MODIFICATIONS: *List date, item #, and modification for each (M) rating*

DATE	ITEM#	MODIFICATION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1000 7/97 BW

BEST COPY AVAILABLE

WALTON COUNTY SCHOOL DISTRICT
SCHOOL TO WORK
CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name [redacted]
ID # [redacted]
Exceptionality
Home School WALTON H.S.
Shared-time School WALTON VOTEC

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) 97/98 Grade(s) 12
Course Name: ELE 1 & 2
Course #: X727220 X737010
Rater's Name D.C. MELFI
Rater's Signature DC Melfi

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS:	Dates:	12/97			
1. Complies with attendance		(Y) N	Y N	Y N	Y N
2. Practices punctuality		(Y) N	Y N	Y N	Y N
3. Interacts with teachers or supervisors		(Y) N	Y N	Y N	Y N
4. Cooperates as a team member		Y (N)	Y N	Y N	Y N
5. Seeks assistance appropriately		(Y) N	Y N	Y N	Y N
6. Works unsupervised		(Y) N	Y N	Y N	Y N
7. Completes task accurately & in timely manner		(Y) N	Y N	Y N	Y N
8. Uses good judgment		Y (N)	Y N	Y N	Y N
9. Accepts changes		Y (N)	Y N	Y N	Y N
10. Accepts constructive criticism		Y (N)	Y N	Y N	Y N
Displays:					
11. Initiative		(Y) N	Y N	Y N	Y N
12. Integrity		Y N	Y N	Y N	Y N
13. Frustration tolerance		Y N	Y N	Y N	Y N
14. Good manners and personal habits		Y (N)	Y N	Y N	Y N
15. Appearance required by situation		Y (N)	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment		(Y) N	Y N	Y N	Y N
17.		Y N	Y N	Y N	Y N
18.		Y N	Y N	Y N	Y N
19.		Y N	Y N	Y N	Y N
20.		Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES:	Dates:	12/97			
31. SHOP/ELEC SAFETY		P			
32. HAND TOOLS/ID/SAFE USE OF		P			
33. RECEPTACLES ID/INSTALLATION		P			
34. SWITCHES " "		P			
35. NM CABLE " "		P			
36. ID/MAKE ELEC CONNECTIONS		M			
37. DRAW ELEC/SYMBOLS/DIAGRAMS		M			
38. WIRING OF RECEPTACLES		M			
39. " " LIGHTS		M			
40. " " SWITCHES		M			
41. VARIOUS SWITCH ARRANGEMENTS		M			
42.					
43.					
44.					
45.					
46.					
47.					
48.					
49.					
50.					
51.					

GENERALIZED SKILL OUTCOMES:	Dates:				
21. Understands/follows oral directions		(Y) N	Y N	Y N	Y N
22. Communicates orally		(Y) N	Y N	Y N	Y N
23. Communicates in writing		Y (N)	Y N	Y N	Y N
24. Understands/follows written directions		Y N	Y N	Y N	Y N
25. Applies related terminology		Y N	Y N	Y N	Y N
26. Applies related measurement		Y N	Y N	Y N	Y N
27. Applies related math computation		Y N	Y N	Y N	Y N
28. Demonstrates problem solving		Y N	Y N	Y N	Y N
29. Demonstrates computer literacy		Y N	Y N	Y N	Y N
30. Shows interest in occupational area		(Y) N	Y N	Y N	Y N

MODIFICATIONS: List date, item #, and modification for each (M) rating

DATE	ITEM#	MODIFICATION
12/97	36	PROVIDED ADDITIONAL INSTRUCTION
12/97		ONE ON ONE
1/98		
12/97		PROVIDED PEER TUTORING
12/97		
12/97	41	

1000 7/97 BW

BEST COPY AVAILABLE

Appendices

Appendix A	**CBVA Handbook Shell**
Appendix B	**Program Marketing and Maintenance Materials**
Appendix C	**Training Materials**
Appendix D	**Miami-Dade County: CBVA Rating Forms**
Appendix E	**Florida Department of Education: CBVA Newsletters**

Appendix A

CBVA Handbook Shell

Appendix A
CBVA Handbook Shell

The CBVA handbook shell is a tool for teams to use as they design their districts' CBVA procedures and materials. Completing the sections in this handbook will result in a CBVA process and related materials that meet local assessment needs. This handbook coordinates with the chart, "A Team Process for Planning and Developing a CBVA Procedure," on page 29.

Curriculum-Based Vocational Assessment Handbook

Prepared By:

State Department or School District (address):

Members of the Curriculum-Based
Vocational Assessment Planning Team
(Name/Discipline/Setting)

Section I
Introduction
Planning for Curriculum-Based Vocational Assessment

This handbook is for persons participating in the process of collecting, preparing, and applying vocational assessment information for _____ students. The purpose of this handbook is to provide background information and specific directions for implementing curriculum-based vocational assessment procedures. The approach presented in this handbook is a developmental, curriculum-based assessment process which follows the career/vocational programming sequence from _____ grade to _____ grade.

This handbook will present

1.) a brief rationale for vocational assessment activities
2.) a description of curriculum-based vocational assessment
3.) how this approach interfaces with the career/vocational program curriculum sequence in your school
4.) the benefits and outcomes of this approach for educators and students
5.) a detailed breakdown of implementation steps and instrumentation with specific instructions for those personnel participating

Phase II-A

I. Definition of career/vocational education (purposes)

_____
_____
_____
_____
_____
_____
_____

II. What goals or philosophical considerations guide the delivery of career/vocational programs

A. _____
_____
_____
_____

B. _____
_____
_____
_____

C. _____
_____
_____
_____

D.

E.

F.

G.

III. Why do we need vocational assessment activities

A.

B.

C.

D.

E.

F.

G.

IV What benefits/outcomes are expected of a vocational assessment process

A

B

C

D

E

F

G

Overview of Existing Program Resources
Career/Vocational Program Opportunities

Type of Students Served _____

Grade Level	Elementary/ 7th + 8th grades	8th + 9th	10th + 11th	11th + 12th	Adult Adjustment
Program Level	Awareness	Exploration /Integration	Skill Development	Skill Application	Skill Maintenance
List activities, programs, or courses available at each level.					
List personnel existing at each program level (coordinator, instructor, supervisor).					
List assessment activities existing at each level.					
List assessment information needs for each level.					

Basic Program Considerations to Address Career/Vocational Assessment/Programming Needs

Phase II-C

Given the delineated purposes and needs discussed by the team, as well as the existing programs, personnel, and assessment activities, the following considerations have been generated to guide the development of a model vocational assessment program.

1.

2.

3.

4.

5.

6.

7.

8.

9.

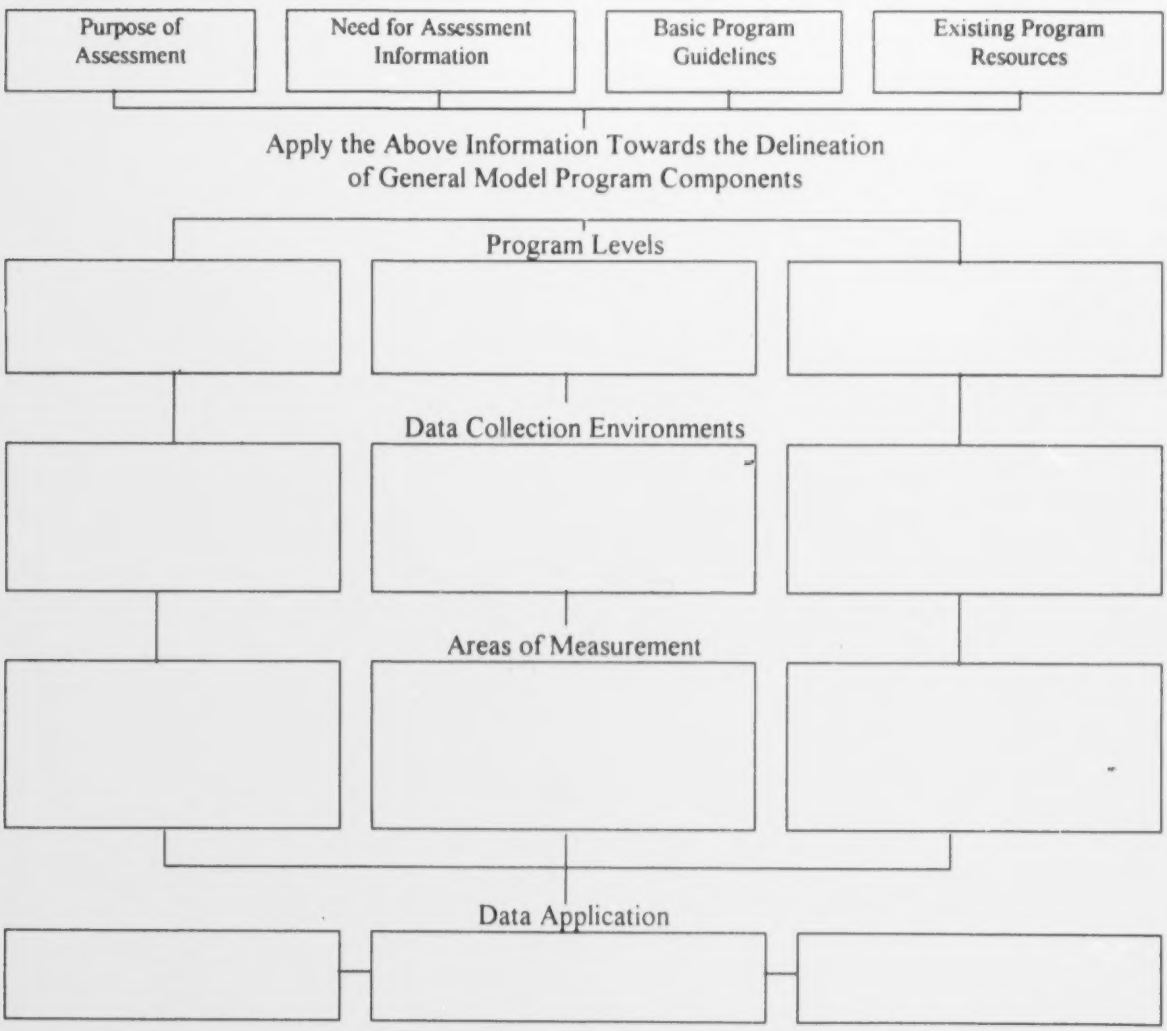
10.

Description of the Curriculum-Based Assessment Model

Introduction

The curriculum-based vocational assessment model has _____ levels (Figure I) that encompass _____ grade levels. Level I activities begin in the _____ grade and assess student readiness and awareness behaviors and skills as demonstrated in courses and activities. Level II assessment activities begin as students move to _____ grade level. At this level, the focus is an assessment of work-related behaviors and skills in course work programs. Level III assessment activities occur as students perform work-related behaviors and skills in community-based programs. Following the collection of data at each of the assessment levels, information is coordinated and prepared for evaluation and application within existing decision-making processes.

Figure I
Conceptual Model Format



Section II
Implementation Procedures

To implement a CBVA procedure, it is necessary to list all the programs, courses, activities, and work sites that will yield career/vocational data regarding students' performance and will be accessed as a part of the assessment process. Following a listing of environments or programs to be used to collect CBVA data is a breakdown of roles and responsibilities required to implement the CBVA procedure. The last part of the implementation section includes copies of the instruments to be used in collecting CBVA information as students perform on career/vocational tasks.

Career/Vocational Assessment Environments

Vocational assessment rating forms have been developed to record a student's performance level in the career vocational courses and work site options available within _____.

These rating forms were developed to

1. assist in organizing and collecting information regarding student performance in the areas of career/vocational behaviors and skills

2. assist career/vocational and other service providers with developing ITPs for students with disabilities

3. provide an ongoing record of student performance on career/vocational competencies required in the world of work

Level of Course Offering

Assessment Environment	Elementary/Junior High (1st-6th) (7th-8th)	Initial High School (9th-10th)	Later High School (Work Study)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

B. Roles and Responsibilities

A curriculum-based approach to vocational assessment requires the active participation of individuals from several disciplines within the educational setting. Five areas of general responsibility are delineated in the management flow chart below.

Management Flow Chart

Responsibilities	Timelines	Person(s)	Activities
Receives information from district superintendent level	Beginning of school year		• receives handbooks and instructions for conducting assessment activities • notifies instructors of the students with disabilities assigned to their classrooms
Initiates vocational assessment activities	Start of each quarter/ semester		• reviews guidelines and distributes rating forms to instructors • provides inservice to new instructors starting the assessment process and provides assistance to instructors as needed
Completes vocational assessment rating forms	Beginning of course		• reviews the assessment rating forms and takes note of those outcomes to be taught to the student • conducts observations of student performance • completes assessment rating forms, and returns rating forms to CSC
Collects and coordinates completed rating forms	During the course		• collects completed rating forms from instructors • coordinates rating forms with other assessment information in the student's file • reviews and organizes assessment information for discussion in IEP meeting
Reviews assessment data for use in the development of IEP goals/objectives and instructional adaptations	End of course		• invites vocational instructors or others as appropriate to IEP meetings and presents vocational assessment at IEP meetings • uses vocational assessment information for vocational goals and objectives • uses vocational assessment information for instructional suggestions to vocational instructors • sends copies of IEP and rating forms to receiving vocational instructor

Complete the following chart.

Responsibilities	Timeline	Person(s)	Activities
Receives information from district superintendent level	Beginning of school year		
Initiates vocational assessment activities	Start of each quarter/semester		
Completes vocational assessment rating forms	Beginning of each course		
Collects and coordinates completed rating forms	During course		
Reviews assessment data for use in the development of IEP goals/objectives and instructional adaptations	End of course		

C. CBVA Rating Form

Use this chart to develop the contents of CBVA rating forms.

Curriculum-Based Vocational Assessment Rating Form

DEMO-GRAPHICS	Student _____ Course _____ Length _____ weeks	
DIRECTIONS (Rating Procedure)		
AREA OF CONTENT WITH ITEMS		
REVIEW/ SUMMARY		

D. Data Collection Process

Data collection in the curriculum-based vocational assessment process involves observation of student performance, recording of information, and completion of assessment rating forms. Data are collected in the areas of _____, _____, and _____.

The following is a discussion of each step in the data collection process.

1. Observation in Performance Areas

Listed below are descriptions of ways to observe each of the areas of data collection.

a. _____

b. _____

c. _____

2. Recording Information

Most teachers have a system for collecting and recording information on student performance in their classroom. Suggestions are offered for teachers/instructors to help supplement current record keeping practices in vocational assessment. Whether this system is formal or informal, it should allow for

a. accurate recording of behavior/skill performance data at various intervals as students participate in different tasks and activities

b. collection of data on a variety of tasks in the classroom or work site

c. easy translation of data into a final standard of performance, a grade, or a rating

3. Directions for Completing the Rating Form. (Write directions for completing the CBVA rating forms).

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

E. Coordinating Vocational Assessment Rating Forms

The _____ will coordinate completion, collection, and preparation of assessment rating forms for use in _____. The following suggestions are included to assist in this process.

1. The _____ should complete the appropriate identifying information at the top of the Vocational Assessment Rating Form prior to sending the form to the vocational instructor for completion.

2. At the beginning of each quarter/semester, the _____ should send to each vocational instructor a Vocational Assessment Rating Form for each student with a disability in that instructor's course(s) even though the student may not have a vocational IEP.

3. Before the end of the quarter/semester or grading period, the _____ should review the student's file to determine whether the Vocational Assessment Rating Forms have been returned by each of the student's vocational instructors or job supervisors.

F. Applying Vocational Assessment Data

The information collected via the Vocational Assessment Rating Form can be used in numerous ways. In general, this information should enable educational personnel to identify students' strengths, limitations, interests, and goals. In addition, the assessment data can be used to meet specific programming needs of both special needs and vocational instructors.

1. The following uses are delineated for CBVA information.

a.
b.
c.
d.

2. Procedures for ensuring that CBVA information is effectively applied are as follows.

Narrative Summary of Model Operation

Appendix B

Program Marketing and Maintenance Materials

Appendix B
Program Marketing & Maintenance

Program Marketing

Marketing is key to any successful program. Marketing encompasses many elements, including but not limited to:

- a visual identity, a look provided by a logo and by color
- a spokesperson, someone to provide a voice when needed during school visits, at local meetings, local workshops, state conferences, etc.
- written materials, such as: handbooks, brochures and articles for local and state newsletters

Samples of such materials follow and include:

- Brochure script B-5
- Bookmark B-7
- Reminder card B-8
- "Wanted" notice B-9
- District newsletter/reminder B-10
- School-to-Work state newsletter article B-11

Program Maintenance

Program maintenance is ongoing during the school year. Sample memos and materials follow and include:

- Memo to ESE Department Chairpersons re: Curriculum-Based Vocational Assessment (CBVA) Materials and Training Needs Assessment B-13
- Materials and Training Needs Request Form B-15
- Memo to Instructors re: Initiating the CBVA ratings B-16
- School Monitoring Form B-17

Program maintenance also includes updating materials when certain events occur, such as:

- updating materials when names or titles change. An example would be when Dade County Public Schools became Miami-Dade County Public School.
- developing/deleting rating materials when courses/programs are added and deleted.
- updating rating materials when events such as curriculum restructuring occur.

Miami-Dade County Public Schools - Miami, Florida
Office of Applied Technology, Adult, and Career Education

CBVA Stands for...

- Curriculum-Based Vocational Assessment

CBVA is...

- A State of Florida, DOE Program Improvement Initiative
- A rating procedure used by teachers with disabled students, grades 7-12
- A performance-based method of assessment

Within a Career/Vocational Sequence CBVA Determines...

- Interests
- Aptitudes
- Instructional Needs
- Modification Needs
- Skills Developed

CBVA Rating Forms are...

Written for applied technology and career related courses, in areas such as:

- Career Preparation
- Agriculture Education
- Business Education
- Home Economics Education
- Health Occupations Education
- Technology Education
- Industrial Education
- Marketing Education
- Job Preparatory Education
- OJT Programs

Areas of Assessment...

1. **Work Related Behaviors -**
   behaviors which are thought to be critical for student success on the job
2. **Generalized Skill Outcomes -**
   prerequisite concepts and knowledge necessary for successful performance of skills needed for a number of occupational areas, e.g., understanding and following written instructions
3. **Specific Skill Outcomes-**
   sets of skills relevant to a particular trade area or class

Program Attributes...

- Provides ongoing information about a student's performance in career/vocational curriculum sequence (middle through senior high school)
- Obtains information from teachers who know students best
- Provides information to make transition decisions, to determine IEP career/vocational goals and objectives, and to assist instructors in meeting student needs
- Helps focus those who plan for/with exceptional students upon career and vocational student outcomes

CBVA Materials are...

- Based on a model by Dr. Robert Stoddden provided by the State of Florida, Department of Education
- Locally developed by teachers and a CBVA District Planning Committee

Instructors Complete CBVA Rating Forms in...

Middle School (grades 7,8):

- ESE-Language Arts (optional)
- ESE-Math (optional)
- ESE-Social Personal Skills (optional)
- Prevocational Courses (ESE supplement courses)

High School (grades 9-12):

- Exploratory Courses (ESE supplement courses)
- Career Preparation
- Job Preparatory Courses (ESE supplement courses)
- Job Preparatory Courses (Mainstream courses, to identify students who will be candidates for Modified Occupational Completion Points)
- Courses providing On-the-job Training

For more information contact:

Ms. Peggy Pfenninger, CBVA Specialist
FDLRS-South
5555 S.W. 93 Avenue
Miami, Florida 33186 Phone: (305)274-3501, ext. 61

CBVA BOOKMARK

CBVA

Curriculum Based Vocational Assessment

Office of Applied Technology, Adult, Career, and Community Education

Dade County Public Schools
Miami, Florida

For more information contact:
Peggy Pfenninger, CBVA Specialist

CBVA REMINDER CARDS

- **Used internally at each school**
- **Sent out by CBVA Designee each semester**
- **Printed front to back**

CBVA

Reminder...

CBVA Rating Forms are due before the end of:

1) December, and

2) May.

Return completed rating forms by: _____

To: _____

WANTED!

BULLETIN

TRANSITION SPECIALISTS ARE LOOKING FOR CBVA RATING FORMS FOR 1998 GRADUATES!!!

Please forward ASAP to:

Region I	**Debby Marks**
Region II	**Ray Rodriguez**
Region III	**Lois Joseph**
Region IV	**Maria Tison**
Region V	**Maggie Neville**
Region VI	**Barbara Huber**

CBVA - *February - 1995*

Curriculum-Based Vocational Assessment

Attached are excerpts from the statewide CBVA newsletter which is published by the Florida Department of Education. The article on page 2 by Ms. Debby Marks, Transition Specialist, Dade County Public Schools is of special interest. Thirty-five sites within our district now have personnel trained to use CBVA materials and methods.

REMINDER!

CBVA rating forms are to be completed and returned to your school's ESE Department Chairperson or Program Specialist...

BY THE END OF DECEMBER AND MAY!

Thanks for your continued involvement!

For more information, contact: Peggy Pfenninger, Vocational Assessment Specialist
FDLRS-South
274-3501, ext. 61

Turner Tech in Miami-Dade County: A 2-for-1 Education

Reprinted from: Florida School-to-Work ON-LINE

The Collective goal of William H. Turner Technical Arts High School is to develop a curriculum that prepares Miami-Dade County Students for employment in a global Economy. The mission statement describes a School-to-Work initiative that results in a "2-for-1" education - an academic diploma and a technical area certificate.

To achieve this goal, Turner Tech offers 22 programs of study within 7 academies. Each academy is composed of a team of teachers who plan together and develop Integrated Curriculum Unity (ICUs) that include performance-based assessment in both academic and technical coursework.

During the 1996-97 school year, Turner Tech focused on Work-Related Behaviors (WRBs) for writing and developing an ICU across academies. These WRBs were the linchpin between technical competency and success in the actual workplace. Students were required to assess themselves on a daily basis using the 16 WRBs from the Stodden CBVA model. After a six-week monitoring period, the data was compiled, recorded, and analyzed, providing the instructors as well as the students with a proficiency profile.

The following comments from a teacher and a student document the value of the project.

The Use of Work-Related Behaviors in My Class: A Teacher's Perspective

- by Donna Numm

Reviewing the WRBs, I determined that their use could accomplish many things in the classroom. The behaviors that enable employees to be successful also enable students to succeed both in the classroom and in their personal lives. By determining the frequency that each WRB was used, our students learned to conduct research and to analyze and interpret the results. When results were interpreted, the students realized which skills they needed to improve upon to be more competitive in the work force.

It was also a way to validate what I, as a teacher, have been trying to stress for many years. When students realize that the workplace requires the same behaviors as school, the students understand why they should try to comply. Students see the application of the skills that they are learning and grasp the value that these skills will have for them personally over their lifetime.

Work-Related Behaviors Project: A Student's Perspective

- by Irving Zamora

When I was first introduced to this new project, I thought to myself... "What is this? This is useless. How am I ever going to use this in the future?"

This was my initial attitude toward the project, but as time progressed, my attitude seemed to change. I began to notice that this was actually doing something productive for me. This occurred when, through this project, I learned of and realized many of my

weaknesses. That was the main benefit I believe I received from this project. I say this because in my own opinion, "Knowing is half the battle," and that's what basically this project was meant to accomplish.

Once it made you realize your weaknesses, then all you had to do was accept them. Then you would develop a solution and put it into action. If you were never informed of, or never aware of, a problem, then there was no way for you to even attempt to solve it.

Therefore, because of the Work-Related Behaviors Project I have come to be a much better and efficient person, not only as a student or employee, but as a person in general as well.

M E M O R A N D U M

October 16, 1998

TO: Selected ESE Department Chairpersons

FROM: Bobby McGahee, Director
Department of Applied Technology

SUBJECT: **CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) MATERIALS AND TRAINING NEEDS ASSESSMENT**

As a practitioner of Curriculum-Based Vocational Assessment (CBVA) methods, we are asking you to complete the attached needs assessment. It is designed to assist in the identification of your school's material and training needs. **Please return the completed form no later than Friday, October 30, 1998,** to Ms. Peggy Pfenninger, Curriculum-Based Vocational Assessment Specialist, FDLRS-South, Mail Code 9618. Completed forms can also be faxed to 305-598-7752. Ms. Pfenninger may be contacted by phone at 305-274-3501, ext. 61, should you have any questions.

Your continued involvement is crucial in addressing the vocational assessment needs of our students with disabilities.

BM:pfp
M070
PFP305-274-3501
Attachment

cc: Region Superintendents
Ms. Carrie B. Mickey
ESE Region Directors
OATACE Region Directors
Selected ESE Administrators
Selected Secondary Principals
Ms. Patricia Hawkins
Ms. Peggy Pfenninger

MEMO DATE: October 16, 1998

MEMO TO: ESE Department Chairperson or CBVA Designee

1. Allapattah Middle School
2. Arvida Middle School
3. Paul W. Bell Middle School
4. Brownsville Middle School
5. B.T. Washington Middle School
6. Campbell Drive Middle School
7. Centenniel Middle School
8. Citrus Grove Middle School
9. Howard Doolin Middle School
10. Henry Filer Middle School
11. Glades Middle School
12. Hialeah Middle School
13. H.D. McMillan Middle School
14. Horace Mann Middle School
15. J.F. Kennedy Middle School
16. Kinloch Park Middle School
17. Jose Marti Middle School
18. Lake Stevens Middle School
19. Miami Edison Middle School
20. Miami Lakes Middle School
21 Miami Springs Middle School
22. Norland Middle School
23. North Dade Middle School
24. North Miami Middle School
25. Palm Springs Middle School
26. Palmetto Middle School
27. Parkway Middle School
28. Ponce de Leon Middle School
29. Richmond Heights Middle School
30. Riviera Middle School
31. Rockway Middle School
32. Shenendoah Middle School
33. South Miami Middle School
34. Southwood Middle School
35. Thomas Jefferson Middle School
36. W.R. Thomas Middle School
37. West Miami Middle School
38. Westview Middle School
39. American Senior High School
40. G.H. Braddock Senior High School
41. Coral Gables Senior High School
42. Barbara Goleman Senior High School
43. Hialeah Senior High School
44. Hialeah-Miami Lakes Sr. High School
45. Homestead Senior High School
46. Miami Beach Senior High School
47. Miami Carol City Senior High School
48. Miami Central Senior High School
49. Miami Coral Park Senior High School
50. Miami Edison Senior High School
51. Miami Jackson Senior High School
52. Miami Killian Senior High School
53. Miami Norland Senior High School
54. Miami Northwestern Sr. High School
55. Miami Palmetto Senior High School
56. Miami Senior High School
57. Miami Southridge Senior High School
58. Miami Springs Senior High School
59. Miami Sunset Senior High School
60. North Miami Senior High School
61. South Dade Senior High School
62. South Miami Senior High School
63. Southwest Miami Senior High School
64. Wm. Turner Tech.Arts High School
65. Robert Morgan Vocational Tech.Inst.
66. Project Victory Programs

DADE COUNTY PUBLIC SCHOOLS
Curriculum-Based Vocational Assessment (CBVA)
Materials and Training Request

SCHOOL NAME: _____ **DATE:** _____
PERSON RESPONDING/TITLE: _____ **PHONE#:** _____

1. **Fill in the chart, as instructed below:**

   Column one: List the courses, offered at your school during 1998-99, where you will use CBVA procedures and rating forms.

   Column two: Fill in the instructor's name for each course.

   Column three: Place a check under the column heading, "Needs Training," if the instructor has never received CBVA training.

Course Name **Course Number**	**Instructor's Name**	**Needs Training**

2. **List the name(s) of other personnel who will need to attend training (i.e., ESE Department Chairperson).** _____

3. **List the total number of CBVA student folders you will need this year:** _____

You will receive a packet to distribute to each teacher. Each packet will include: a cover memo from OATACE requesting that the assessments be completed, a "clean" rating formto make copies from for each course where ratings will be conducted, and instructions for completing the rating forms.

ADDITIONAL COMMENTS/REQUESTS: _____

OATACE: pf
10.09.98

M E M O R A N D U M November 5, 1998

TO: Instructors Conducting Curriculum-Based Vocational Assessments

FROM: Bobby McGahee, Director
Department of Applied Technology

SUBJECT: **CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATINGS**

Curriculum-Based Vocational Assessment (CBVA) rating forms for the first semester are to be completed between **November 9, 1998** and **December 18, 1998**. Forms for the second semester should be completed **no later than May 31, 1999**.

Attached to this memo are:

1) a copy of the CBVA rating form for the course which you are teaching and
2) directions for completing the rating forms.

Please duplicate the appropriate number of CBVA rating forms needed and return the completed forms to your school contact person by the designated date. If you have received incorrect/insufficient materials or are in need of assistance, contact Ms. Peggy Pfenninger, Vocational Assessment Specialist, at 274-3501 ext. 61.

Your continued involvement in this beneficial assessment activity is greatly appreciated.

BM:pfp
M078
Attachments

cc: Ms. Carrie B. Mickey
ESE Region Directors
OATACE Region Directors
Selected ESE Administrators
Selected Secondary Principals
CBVA School Contact Persons
Ms. Patricia Hawkins
Ms. Peggy Pfenninger

MONITORING FORM
CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA)

SCHOOL _____ DATE _____
CONTACT _____

I. CBVA RATING FORMS USED IN THE FOLLOWING COURSES:

COURSE	INSTRUCTOR	# STUDENTS RATED

II. PROCESS MANAGEMENT

1. During the year, original rating forms were housed in:
   a. Instructor's room _____
   b. ESE Dept. Chairperson's Office _____
   c. Other location (specify) _____

2. If the student was involved in a shared-time program, copies of the rating forms completed at the shared-time school were received by the home school.
   Yes ____ No ____ When_____

   Comments _____

3. At the end of last school year (199__/200__):
   a. If a middle school, the rating forms were sent to the student's receiving high school. Yes ____ No _____

      Comments_____

   b. If a high school, the rating forms for graduating seniors were sent to Region's Vocational Placement Specialist. Yes ____ No _____

      Comments _____

Appendix C

Training Materials

Appendix C
Training Materials

CBVA Process Development

During the local development of a CBVA process, materials are needed to present the concept at district and committee meetings, and materials are needed to train instructors.

Samples of such materials follow and include:

- Handout to be made into a transparency re: the CEC/DCDT definition of Transition Assessment C-5
- Handout re: Rating Scale Examples C-6
- Sample memo inviting instructors to a workshop for training C-7
- Sample agenda for 1st semester training C-8
- Sample agenda for 2nd semester training C-9
- Sample icebreaker activity, CBVA Bingo C-10
- Sample activity, Case 21 ..... C-11
- Sample activity, Rank-ordering Work-Related Behaviors C-12
- Handout, IEP Goals & Objectives C-13
- Sample activity to use with students C-14
- Powerpoint slide handout C-16

What is Transition Assessment?

"Transition assessment is the ongoing process of collecting data on the Individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social adjustment."

CEC-DCDT

Rating Scale Examples

- 3 - Above Average
- 2 - Average
- 1 - Below Average
- + - Modification or Assistance Needed

- P - Proficient
- M - Proficient with Modification
- N - Not Proficient
- O - Not Observed (or: Do not rate if not observed)

- + - Proficient
- M - Proficient with Modification or Assistance
- - - Not Proficient
- O - Not Observed

- P - Proficient with 75% accuracy
- M - Proficient 75% with modification
- S - Proficient with supervision at ____% accuracy

- P - Proficient at 90% accuracy
- M - Proficient with modifications/assistance
- S - Proficient with supervision at ____% accuracy
- N - Not proficient

- I - Independent (with or w/o modifications)
- S - Supported (requires support and guidance)
- P - Participatory (participates in activities)

M E M O R A N D U M

November 6, 1998

TO: Ms. Lourdes Delgado, Principal
Shenendoah Middle School

FROM: Bobby McGahee, Director
Department of Applied Technology

SUBJECT: **CBVA RATING FORMS WORKSHOP**

Curriculum-Based Vocational Assessment (CBVA) is a program-improvement initiative designed for use with exceptional students. It is a process whereby exceptional students are rated by their instructors on behavioral and skill outcomes in vocational and vocationally related courses. Since CBVA's introduction in 1991, staff representing sixty-six middle and senior high schools have been trained in the use of CBVA materials and methods.

The following list includes the names of instructors should attend training to facilitate the CBVA ratings that will occur at your school:

1. Ms. Teresa Copin, Instructor
2. Ms. Jacqueline Vasallo, Instructor

An initial workshop will be held on **Friday, November 20, 1998, from 8:30 a.m. to 3:30 p.m.** Participants will receive a total of 12 Master Plan Points for their involvement in two workshops - - the November 20 training, plus one to be announced in the spring. The November 20 workshop location is FDLRS-South, Inservice Room, 5555 Southwest 93 Avenue. Please call Ms. Peggy Pfenninger, Curriculum-Based Vocational Assessment Specialist, at 274-3501 **no later than November 16, 1998,** verifying each instructor's intent to participate. Provisions are available to fund substitutes. The charge numbers will be given to instructors subsequent to their attendance.

Your support of this valuable assessment program is appreciated.

BM:pfp
M/086

cc: Region Superintendent
Ms. Carrie B. Mickey
ESE Region Directors
OATACE Region Directors
Selected ESE Administrators
Ms. Patricia Hawkins
Ms. Peggy Pfenninger

Professional Workshop:
Introduction to Curriculum-Based Vocational Assessment (CBVA)
for
Exceptional Students Enrolled in Vocational or Vocationally Related Courses
Part I of II Workshops

Date:
Time:
Location:

AGENDA

8:30 a.m. **Welcome and Introductions**

Introduction to Curriculum-Based Vocational Assessment (CBVA)

Activity - Case 21: Making Vocational Program Placement Decisions Using Client Case Information

Vocational Course Options for Exceptional Students

Building Continuums of Vocational Experiences

Introduction to CBVA Rating Form/Areas for Assessment: Work Related Behaviors, Generalized and Specific Skill Outcomes

Group Activity: Rank Ordering Work Related Behaviors

12 -1:00 p.m. **LUNCH BREAK**

Roles and Responsibilities

Completing a CBVA Rating Form

Practice with Feedback

3:30 p.m. **ADJOURNMENT**

Professional Workshop:
Introduction to Curriculum-Based Vocational Assessment (CBVA)
for
Exceptional Students Enrolled in Vocational or Vocationally Related Courses
Part II of II Workshops

Date:
Time:
Location:

AGENDA

8:30 a.m. **Welcome and Introductions**

Overview of Workshop Goals

Overview of Procedures for Referral to Technical School

Tour of Technical School

Debriefing

Review of Roles and Responsibilities, CBVA Process

Review of CBVA Rating Form/Areas for Assessment:
Work Related Behaviors, Generalized and Specific Skill Outcomes

12 -1:00 p.m. **LUNCH BREAK**

Strategies to Use with ESE Students/ Generalized Skill Outcomes

Group Activity: ESE & Vocational Instructor Collaboration re: Writing Modification Statements

Peer Critique of Completed CBVA Rating Forms

Expectations/Process Initiation for Next Year

3:30 p.m. **ADJOURNMENT**

CBVA BINGO

Directions: Write your name in the "Free Space" box in the middle of the bingo sheet below and interview as many people as you can until you are able to connect items horizontally, vertically, or diagonally to get bingo. A person can only sign <u>one</u> box on your bingo sheet. Show your sheet to a facilitator in order to receive your prize.

Knows what "2+ 2" is:	Can define "Tech Prep":	Has attended a workshop at this site before:	Held a job during college:	Implemented integrated curriculum:
Is compiling a professional portfolio:	Knows what "Carl Perkins" is:	Has presented at an educational conference:	Currently teaches in middle school:	Knows what SCANS stands for:
Uses Internet with students:	Attended an educational conference this year:	**FREE SPACE:** Write your name here:	Has written a grant:	Is a department head:
Uses portfolio assessment with students:	Has participated in feeder pattern articulation	Has written an IEP/ITP:	Knows what an "OS" is:	Has seen the movie, "The Titanic":
Has rated students with CBVA:	Has/will participate in "Educators in Industry":	Teaches a Business Education course:	Held a part-time job during high school:	Is a member of CEC:

Adapted from "Human Bingo" (Las Palomas de Taos, New Mexico)

DIRECTIONS:
Given the case study information provided, discuss this individual's future as to participation in the world of work. You need to approach and contribute to a decision regarding a direction for the occupational programming of this person.

SUMMARIZED CASE STUDY INFORMATION (WORK RELATED):

- Has been involved in several different special human service programs over the past 15 years
- Works best when everyone takes care of themselves of rigid authority
- Enjoys working in outdoor settings
- Is task directed if a meaningful end product is in sight
- Has performed several work tasks for short periods of time
- Often fantasizes beyond present level of functioning
- Does not follow directions well; often does things different from the required procedure
- Reacts negatively to evaluation situations
- Needs to have time away from people
- Is highly goal directed, yet unable to decide which goals are important in life
- Doesn't react well to being told what to do
- Does not perform well under situations
- Enjoys the beach, hiking, and other Physical activities
- Tends to be quiet and disinvolved unless personally confronted with an issue of current relevance
- Lacks tolerance and patience for small details
- Oldest of 4 brothers and sisters
- Has experimented with several different types of action therapy approaches
- Likes to take on a challenge for the feel of the challenge

Please select one or more programming options for this individual and state the reasons for your selection.

___ Preparation for 4 year college

___ 2 or more years in the military

___ 2 years of vocational school (hands on trade)

___ On the job training (Division of Vocational Rehabilitation assistance to employer)

___ Placement in a sheltered setting (habilitative)

___ Placement in a sheltered setting (extended employment)

___ No preparation for the world of work

___ On the job training (DVR direct assistance to trainee)

I would recommend a career in _____

What additional pieces of information would you like to have to assist in making this decision ?

BEST COPY AVAILABLE

Small Group Activity

Goal: To become familiar with the work-related behaviors and their definitions.

Individually read the behaviors and their definitions, then as a group,

1) **Discuss the work-related behaviors below and come to concensus regarding the eight that you all feel are most important for success on the job.**
2) **Place them in rank order.**
3) **Select a group member to present your decisions and reasoning.**

____ Complies with attendance	____ Accepts changes
____ Practices punctuality	____ Accepts constructive criticism
____ Interacts with teachers or supervisors	____ Displays initiative
____ Cooperates as a team member	____ Displays integrity
____ Seeks assistance appropriately	____ Displays frustration tolerance
____ Works unsupervised	____ Displays good manners and personal habits
____ Completes task accurately and in a timely manner	____ Displays appearance required by situation
____ Uses good judgment	____ Displays safe use and proper care of materials and equipment

IEP Goals & Objectives Related to CBVA Work Related Behaviors

Goal:	**The student will comply with attendance guidelines.**	
Objective:	1.The student will maintain attendance per district guidelines	95%
	2. The student will follow school guidelines to notify school of inability to attend	100%
Goal:	**The student will be punctual.**	
Objective:	1. The student will arrive on time for class and from breaks	95%
	2. The student will call supervisor, prior to his/her intended arrival time, to notify of inability to arrive on time	100%
Goal:	**The student will work in an unsupervised manner.**	
Objective:	1. The student will complete new task (in above said manner) after initial instruction	100%
	2. The student will complete new task (in above said manner) after initial instruction	90%
Goal:	**The student will display initiative.**	
Objective:	1. The student will be ready to work at the designated time, without being told	100%
	2. The student will begin the work task promptly, without being told	100%
Goal:	**The student will display safe use and proper care of materials and equipment.**	
Objective:	1. The student will display safe use of tools and materials	100%
	2. The student will maintain proper care of work station, tools and materials	95%

Welcome Students!

As most of you know, being part of the _____family means consistently displaying work-related behaviors. We would like to start off the school year by showing everyone that our students know how to act appropriately. At the end of the first nine weeks, the group of students that has most consistently demonstrated to their teachers the work-related behaviors will have a pizza party.

Directions: Students must carry this form with them at all times. During the nine week period, teachers will sign off behaviors as they feel each is mastered. They will sign off on the pizza found on the back of this form. Each slice of pizza represents a behavior as follows:

#1: Complies with attendance

#2: Practices punctuality

#3: Interacts with teacher or supervisor

#4: Cooperates as a team member

#5: Seeks assistance appropriately

#6: Works unsupervised habits

#7: Completes task accurately and in a timely manner

#8: Uses good judgment

#9: Accepts changes

#10: Accept constructive criticism

#11: Displays initiative

#12: Displays integrity

#13: Displays frustration tolerance

#14: Displays good personal and manners

#15: Displays personal appearance required by situation

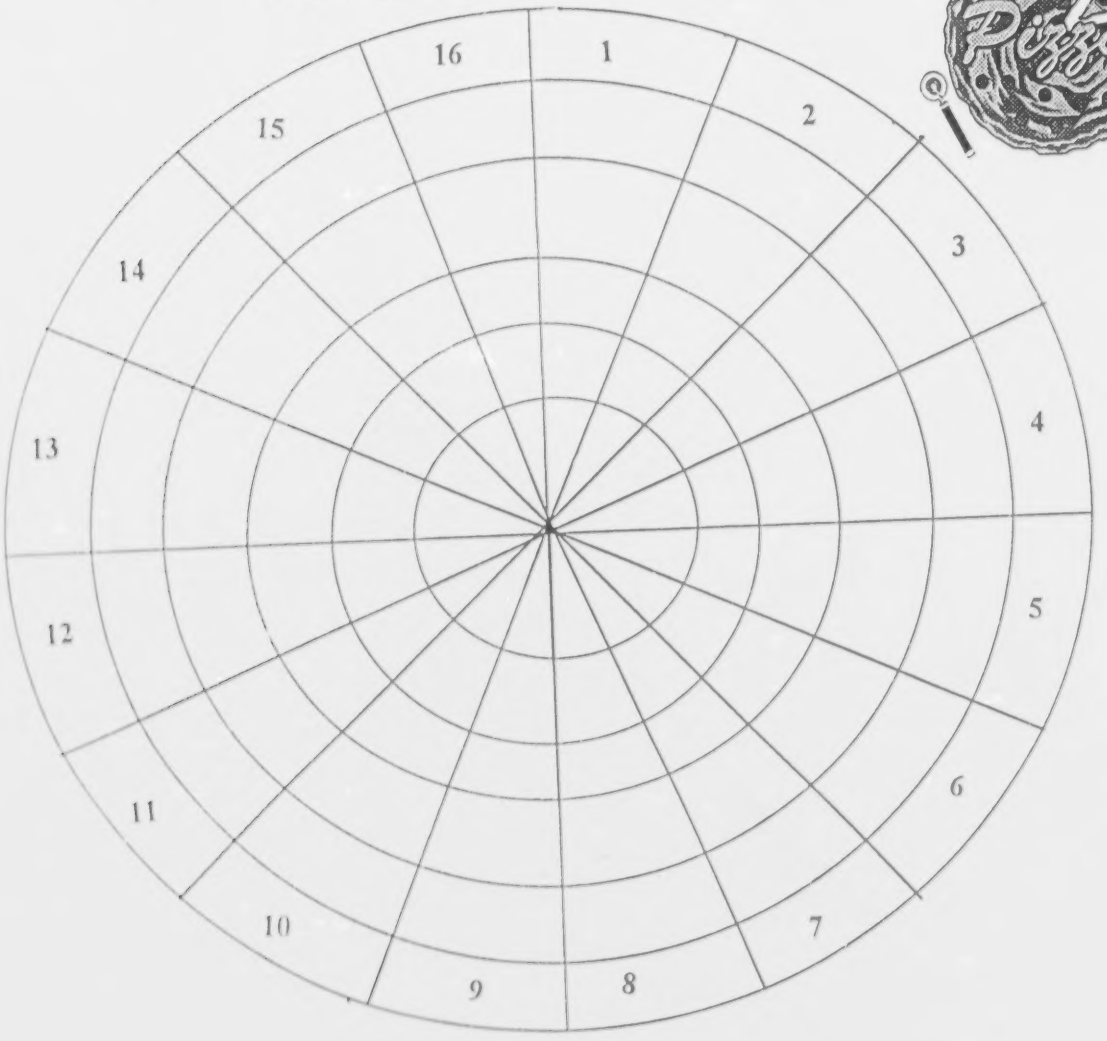
#16: Displays safe use and proper care of materials and equipment

THE STUDENTS WHO TOP EACH SLICE WITH THE MOST SIGNATURES WILL EAT PIZZA!

The teachers are:

Credits to: W.H. Turner Technical Arts High School, Academy of Business Technology

ABT WORK BEHAVIORS ...



C-15

150

Developing a CBVA Program ...

Putting the Pieces Together

Curriculum-Based Vocational Assessment (CBVA) is ...

- A State of Florida, DOE Program Improvement Initiative
- A rating procedure introduced for use with disabled students, gr. 7-12
- A performance-based method of assessment

CBVA DETERMINES ...

- Interests
- Aptitudes
- Instructional Needs
- Skills Developed

AREAS OF ASSESSMENT :..

- Work Related Behaviors
- Generalized Skill Outcomes
- Specific Skill Outcomes

PROGRAM ATTRIBUTES ...

- Provides ongoing information - middle through senior high school
- Obtains information from teachers who know students best

PROGRAM ATTRIBUTES ...

- Provides information needed to determine student vocational goals & objectives
- Places focus in planning on career & vocational student outcomes

BEST COPY AVAILABLE

Appendix D

Miami-Dade County:
CBVA Rating Forms

Appendix D
CBVA Rating Forms from Miami-Dade County

Selected samples of CBVA rating forms are included from Miami-Dade County. The rating forms were developed locally by teachers based on state curriculum frameworks.

ESE Courses

- ESE-Language Arts, grades 6-8
- Employability Skills
- ESE-Diversified Education
- Pre-Vocational & Exploratory Education: Exploration of Health Occupations
- Agriculture Education: Fundamentals of Agriscience
- Business Technology Education: Practical Computer Skills
- Technology Education: Materials and Processes Technology
- Job Preparatory Education/Basic Welding

Regular Education Courses

- Business Education: Computer Applications
- Job Preparatory Education: Cabinetmaking and Millwork
- Job Preparatory Education: Brick and Block Masonry
- Commercial Foods and Culinary Arts
- Job Preparatory Education: Drafting
- Job Preparatory Education: Dry Cleaning and Laundering

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name_____
ID#_____
Exceptionality_____
Home School_____
Shared-time School_____
ESE Dept. Chairperson_____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____
Grade(s) _____
Course Name: _____
Course# _____
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro.w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:					SPECIFIC SKILL OUTCOMES: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N	28.				
2. Practices punctuality	Y N	Y N	Y N	Y N	29.				
3. Interacts with teachers/supervisors	Y N	Y N	Y N	Y N	30.				
4. Cooperates as a team member	Y N	Y N	Y N	Y N	31.				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N	32.				
6. Works unsupervised	Y N	Y N	Y N	Y N	33.				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N	34.				
8. Uses good judgment	Y N	Y N	Y N	Y N	35.				
9. Accepts changes	Y N	Y N	Y N	Y N	36.				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N	37.				
Displays:					38.				
11. Initiative	Y N	Y N	Y N	Y N	39.				
12. Integrity	Y N	Y N	Y N	Y N	40.				
13. Frustration tolerance	Y N	Y N	Y N	Y N	41.				
14. Good manners and personal habits	Y N	Y N	Y N	Y N	42.				
15. Appearance required by situation	Y N	Y N	Y N	Y N	43.				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N	44.				
17. _____	Y N	Y N	Y N	Y N	45.				
					46.				
					47.				

GENERALIZED SKILL OUTCOMES: Dates:				
18. Understands/follows oral directions	Y N	Y N	Y N	Y N
19. Communicates orally	Y N	Y N	Y N	Y N
20. Communicates in writing	Y N	Y N	Y N	Y N
21. Understands/follows written directions	Y N	Y N	Y N	Y N
22. Applies related terminology	Y N	Y N	Y N	Y N
23. Applies related measurement	Y N	Y N	Y N	Y N
24. Applies related math computation	Y N	Y N	Y N	Y N
25. Demonstrates problem solving	Y N	Y N	Y N	Y N
26. Demonstrates computer literacy	Y N	Y N	Y N	Y N
27. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM#	MODIFICATION

Use back of form to list additional modifications or make general comments.

D-5

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: ESE Language Arts, grades 6 - 8
Course # 7810010
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20.	Y N	Y N	Y N	Y N				

GENERALIZED SKILL OUTCOMES: Dates:								
21. Understands/follows oral directions	Y N	Y N	Y N	Y N				
22. Communicates orally	Y N	Y N	Y N	Y N				
23. Communicates in writing	Y N	Y N	Y N	Y N				
24. Understands/follows written directions	Y N	Y N	Y N	Y N				
25. Applies related terminology	Y N	Y N	Y N	Y N				
26. Applies related measurement	Y N	Y N	Y N	Y N				
27. Applies related math computation	Y N	Y N	Y N	Y N				
28. Demonstrates problem solving	Y N	Y N	Y N	Y N				
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N				
30. Shows interest in occupational area	Y N	Y N	Y N	Y N				

SPECIFIC SKILL OUTCOMES: Dates:				
31. Uses word attack skills				
32. Reads and understands safety and warning signs				
33. Capitalizes and punctuates correctly				
34. Writes grammatically correct simple sentences				
35. Writes grammatically correct compound sentences				
36. Arranges words in alphabetical order				
37. Writes a paragraph expressing ideas clearly				
38. Writes necessary information for a phone message				
39. Uses legible handwriting				
40. Fills common forms				
41. Uses dictionary to locate meaning or spelling				
42. Uses telephone directory				
43. Identifies source(s) to obtain information				
44. Answers wh... questions				
_____				
Write grade level in spaces to the right for the 1st rating period (if available) and the last rating period.				
1. Reading				
2. Reading Comprehension				
3. Spelling				
Name of test(s):				

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-4883 Rev. (09-97)

D-6

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: Employability Skills/Employability Skills
Course # 798011001
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20.	Y N	Y N	Y N	Y N				

SPECIFIC SKILL OUTCOMES: Dates:				
31. Identifies own strengths/interests for potential career				
32. Forms realistic career goals				
33. Identifies job resources				
34. Completes job application accurately				
35. Demonstrates proper interview skills				
36. Completes job related forms				
37. Explains use of savings account				
38. Manages a checking account				
39. Understands fringe benefits				
40. Understands tax rules and regulations				
41. Recognizes role and impact of labor unions				
42. Identifies public services for personal needs				
43. Describes procedures for exiting a job				
44. _____				
45. _____				
46. _____				
47. _____				
48. _____				
49. _____				
50. _____				
51.				

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE ITEM # MODIFICATION

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Use back of form to list additional modifications or make general comments.

FM-4907 Rev. (09-97)

D-7

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: ESE-Diversified Education (DCTD)
Course # 7980060
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20.	Y N	Y N	Y N	Y N				

SPECIFIC SKILL OUTCOMES: Dates:				
31. Identifies job resources				
32. Completes job applications accurately				
33. Demonstrates proper interview skills				
34. Completes job related forms				
35. Understands fringe benefits				
36. Locates and reads classified ads				
37. Reads work schedules				
38. Forms realistic career goals				
39. Describes appropriate procedures for exiting a job				
40. Adds hours worked on required time card				
41. Identifies use of savings account				
42. Manages a checking account				
43. Complies with tax rules and regulations				
44. Completes a simple income tax form				
45. Develops a household budget				
46. Counts money and makes change				
47. Identifies time by the hour				
48. Identifies time by the 1/2 hour				
49. Identifies time by the 1/4 hour				
50. _____				
ATTACH EMPLOYER RATING AND SIGNATURE SHEETS.				

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-4885 Rev. (09-97)

D-5

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: Pre-Vocational & Exploratory Education/ Exploration of Health Occupations
Course # 788001005/798001005
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Describes health occupations clusters	___	___	___	___
32. Identifies personal characteristics needed for health occupations	___	___	___	___
33. Identifies legal & ethical responsibilities of health care workers	___	___	___	___
34. Recognizes medical terminology components	___	___	___	___
35. Recognizes medical abbreviations	___	___	___	___
36. Demonstrates good personal health habits	___	___	___	___
37. Defines types of health agencies	___	___	___	___
38. Lists & relates community health resources	___	___	___	___
39. Describes various types of health insurance	___	___	___	___
40. Develops a plan to purchase health care products & services	___	___	___	___
41. Compares medical progress from early times to present	___	___	___	___
42. Compares public service progress from past to present	___	___	___	___
43. Demonstrates proper medical asepsis	___	___	___	___
44. Demonstrates proper handwashing with proper glove application and removal	___	___	___	___
45. I.D.'s and discusses AIDS and infectious disease	___	___	___	___
46. Demonstrates first aid	___	___	___	___
47. Demonstrates C.P.R. and Heimlick Maneuver	___	___	___	___

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM 5085 Rev. (09-97)

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: Agriculture Education/ Fundamentals of Agriscience
Course # 798004001
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20.	Y N	Y N	Y N	Y N				

GENERALIZED SKILL OUTCOMES: Dates:								
21. Understands/follows oral directions	Y N	Y N	Y N	Y N				
22. Communicates orally	Y N	Y N	Y N	Y N				
23. Communicates in writing	Y N	Y N	Y N	Y N				
24. Understands/follows written directions	Y N	Y N	Y N	Y N				
25. Applies related terminology	Y N	Y N	Y N	Y N				
26. Applies related measurement	Y N	Y N	Y N	Y N				
27. Applies related math computation	Y N	Y N	Y N	Y N				
28. Demonstrates problem solving	Y N	Y N	Y N	Y N				
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N				
30. Shows interest in occupational area	Y N	Y N	Y N	Y N				

SPECIFIC SKILL OUTCOMES: Dates:				
31. Identifies & explores career opportunities in Agribusiness and Natural Resources	___	___	___	___
32. Safely uses basic household and garden tools	___	___	___	___
33. Recognizes needs for environmental safety in Agriculture	___	___	___	___
34. Identifies the uses of plants	___	___	___	___
35. Grows and maintains plants	___	___	___	___
36. Identifies foods	___	___	___	___
37. Understands food preparation methods	___	___	___	___
38. Cares for and maintains pets or animals	___	___	___	___
39. Performs simple household maintenance tasks	___	___	___	___
40. Performs basic record keeping tasks	___	___	___	___
41. _____	___	___	___	___
42. _____	___	___	___	___
43. _____	___	___	___	___
Shows interest and/or aptitude in:				
44. Forestry	___	___	___	___
45. Animal Science	___	___	___	___
46. Horticulture	___	___	___	___
47. Agricultural Mechanics	___	___	___	___
48. Agricultural Production	___	___	___	___
49.				

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____

Use back of form to list additional modifications or make general comments.

FM-5073 Rev. (09 97)

D-10

BEST COPY AVAILABLE

Miami-Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____
Course Name: Business Technology Education/Practical Computer Skills
Course # 798005002
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20.	Y N	Y N	Y N	Y N				

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Verifies math calculations using calculator/computer	___	___	___	___
32. Develops, interprets & discusses spreadsheets	___	___	___	___
33. Constructs & discusses tables, graphs, and charts using software and data from business world	___	___	___	___
34. Locates, interprets & applies oral/written communications	___	___	___	___
35. Proofreads and edits documents	___	___	___	___
36. Composes & keys brief autobiographical sketch	___	___	___	___
37. Completes employment forms	___	___	___	___
38. Composes & keys letter of application & resume	___	___	___	___
39. Classifies interview behaviors: approp. or inappropriate	___	___	___	___
40. Demonstrates job interview techniques	___	___	___	___
41. Composes & keys letter requesting a reference, follow-up letter and letter of resignation	___	___	___	___
42. Operates and troubleshoots peripherals	___	___	___	___
43. Identifies ethical issues related to technology	___	___	___	___
Prepares documents using:				
44. Word processing software	___	___	___	___
45. Database software	___	___	___	___
46. Spreadsheet software	___	___	___	___
47.	___	___	___	___

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____

Use back of form to list additional modifications or make general comments.

FM-4889 Rev. (02 98)

D-11

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: Technology Education/Materials and Processes Technology
Course # 798019004
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20.	Y N	Y N	Y N	Y N				

SPECIFIC SKILL OUTCOMES: Dates:				
Sets up and safely performs basic operations with:				
31. Hand tools	___	___	___	___
32. Portable electric tools	___	___	___	___
33. Power machinery	___	___	___	___
List on back of form: the hand tools, portable electric tools, and machinery with which student is proficient.				
34. Uses basic computer applications programs	___	___	___	___
List on back of form: the programs/applications with which student is proficient.				
35. Shows ability to select material suppliers	___	___	___	___
36. Uses basic linear measurement and layout skills	___	___	___	___
37. Reads & comprehends basic plans & drawings	___	___	___	___
38. Performs activities based on plans & drawings	___	___	___	___
39. Performs assembly operations on materials	___	___	___	___
40. Performs finishing operations on materials	___	___	___	___
41. Demonstrates employability skills	___	___	___	___
42. _____	___	___	___	___
43. _____	___	___	___	___
44. _____	___	___	___	___
45. _____	___	___	___	___
46.	___	___	___	___

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Use back of form to list additional modifications or make general comments.

FM-5080 Rev. (09-97)

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: Job Preparatory Edu./Basic Welding
Course # 798003012
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS:	Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N	
2. Practices punctuality	Y N	Y N	Y N	Y N	
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N	
4. Cooperates as a team member	Y N	Y N	Y N	Y N	
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N	
6. Works unsupervised	Y N	Y N	Y N	Y N	
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N	
8. Uses good judgment	Y N	Y N	Y N	Y N	
9. Accepts changes	Y N	Y N	Y N	Y N	
10. Accepts constructive criticism	Y N	Y N	Y N	Y N	
Displays:					
11. Initiative	Y N	Y N	Y N	Y N	
12. Integrity	Y N	Y N	Y N	Y N	
13. Frustration tolerance	Y N	Y N	Y N	Y N	
14. Good manners and personal habits	Y N	Y N	Y N	Y N	
15. Appearance required by situation	Y N	Y N	Y N	Y N	
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N	
17 _____	Y N	Y N	Y N	Y N	
18 _____	Y N	Y N	Y N	Y N	
19 _____	Y N	Y N	Y N	Y N	
20 _____	Y N	Y N	Y N	Y N	

GENERALIZED SKILL OUTCOMES:	Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N	
22. Communicates orally	Y N	Y N	Y N	Y N	
23. Communicates in writing	Y N	Y N	Y N	Y N	
24. Understands/follows written directions	Y N	Y N	Y N	Y N	
25. Applies related terminology	Y N	Y N	Y N	Y N	
26. Applies related measurement	Y N	Y N	Y N	Y N	
27. Applies related math computation	Y N	Y N	Y N	Y N	
28. Demonstrates problem solving	Y N	Y N	Y N	Y N	
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N	
30. Shows interest in occupational area	Y N	Y N	Y N	Y N	

SPECIFIC SKILL OUTCOMES:	Dates:			
31. Cuts metal	___	___	___	___
32. Bends metal	___	___	___	___
33. Drills metal	___	___	___	___
34. Applies metal punching skills	___	___	___	___
35. Demonstrates finishing skills	___	___	___	___
36. Interprets welding symbols and detail drawings	___	___	___	___
37. Lists materials from blueprints	___	___	___	___
38. Identifies metals by weight, appearance and spark test	___	___	___	___
39. Classifies metals by magnetic properties	___	___	___	___
40. Identifies set-up procedure for OAW process	___	___	___	___
41. Cuts carbon steel with OAW process	___	___	___	___
42. Welds carbon steel with OAW process	___	___	___	___
43. Identifies set-up procedure for SMAW equipment	___	___	___	___
44. Identifies electrodes	___	___	___	___
45. Identifies joints	___	___	___	___
46. Runs beads with SMAW equipment	___	___	___	___
47. Identifies set-up for GMAW and GTAW equipment	___	___	___	___
48. Runs beads using different metals (i.e., mild steel, stainless steel and aluminum)	___	___	___	___
49. _____	___	___	___	___
50.	___	___	___	___

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-5222 Rev. (09-97)

D-13

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Course Name: Business Education/Computer Applications
Course # 8206100
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20. _____	Y N	Y N	Y N	Y N				

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Performs mathematical operations needed when using software applications				
32. Applies algebraic concepts to develop and interpret spreadsheets				
33. Demonstrates correct keyboarding techniques including the ten-key pad				
34. Proofreads and corrects business documents				
35. Prepares documents using word processing software with 100% accuracy				
36. Prepares documents using database software				
37. Prepares documents using spreadsheet software				
38. Composes business correspondence				
39. Interprets and applies information found in computer documentation				
40. Performs job application activities				
41. Demonstrates a knowledge of computer application concepts				
42. Applies file and diskette management procedures				
43. Loads and operates a printer				
44. Processes incoming jobs and final output				
45.				

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-5480 Rev. (09 97)

D-14

BEST COPY AVAILABLE

Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) ____
Course Name: Job Preparatory Ed./Cabinetmaking and Millwork
Course # 8721100
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:									SPECIFIC SKILL OUTCOMES: Dates:				
1. Complies with attendance	Y	N	Y	N	Y	N	Y	N	31. Applies safety rules and procedures				
2. Practices punctuality	Y	N	Y	N	Y	N	Y	N	**Sets up and safely performs basic operations with:**				
3. Interacts with teachers or supervisors	Y	N	Y	N	Y	N	Y	N	32. Hand tools				
4. Cooperates as a team member	Y	N	Y	N	Y	N	Y	N	33. Portable power tools				
5. Seeks assistance appropriately	Y	N	Y	N	Y	N	Y	N	34. Stationary power woodworking machines				
6. Works unsupervised	Y	N	Y	N	Y	N	Y	N	**List on back of form: the hand tools, portable power**				
7. Completes task accurately & in timely manner	Y	N	Y	N	Y	N	Y	N	**tools and machinery with which student is proficient.**				
8. Uses good judgment	Y	N	Y	N	Y	N	Y	N	35. Designs and plans cabinets and casework				
9. Accepts changes	Y	N	Y	N	Y	N	Y	N	36. Reads and interprets basic plans				
10. Accepts constructive criticism	Y	N	Y	N	Y	N	Y	N	37. Draws plans to scale using an architect's ruler				
Displays:									36. Lays out & cuts cabinet components				
11. Initiative	Y	N	Y	N	Y	N	Y	N	37. Constructs various types of joints **(List types on back)**				
12. Integrity	Y	N	Y	N	Y	N	Y	N	38. Assembles and fastens components and joints				
13. Frustration tolerance	Y	N	Y	N	Y	N	Y	N	39. Constructs and installs cabinet drawers and doors				
14. Good manners and personal habits	Y	N	Y	N	Y	N	Y	N	40. Applies laminates				
15. Appearance required by situation	Y	N	Y	N	Y	N	Y	N	41. Performs finishing operations				
16. Safe use & proper care of materials/equipment	Y	N	Y	N	Y	N	Y	N	42. Demonstrates employability skills				
17. _____	Y	N	Y	N	Y	N	Y	N	43. Understands entrepreneurship				
18. _____	Y	N	Y	N	Y	N	Y	N	44. _____				
19. _____	Y	N	Y	N	Y	N	Y	N	45. _____				
20. _____	Y	N	Y	N	Y	N	Y	N	46.				

GENERALIZED SKILL OUTCOMES: Dates:								
21. Understands/follows oral directions	Y	N	Y	N	Y	N	Y	N
22. Communicates orally	Y	N	Y	N	Y	N	Y	N
23. Communicates	Y	N	Y	N	Y	N	Y	N
24. Understands/follows written directions	Y	N	Y	N	Y	N	Y	N
25. Applies related terminology	Y	N	Y	N	Y	N	Y	N
26. Applies related measurement	Y	N	Y	N	Y	N	Y	N
27. Applies related math computation	Y	N	Y	N	Y	N	Y	N
28. Demonstrates problem solving	Y	N	Y	N	Y	N	Y	N
29. Demonstrates computer literacy	Y	N	Y	N	Y	N	Y	N
30. Shows interest in occupational area	Y	N	Y	N	Y	N	Y	N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-5376 Rev. (09-97)

BEST COPY AVAILABLE

Miami-Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Program Name: Job Preparatory Edu/Brick & Block Masonry
Program #: 8722900
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:								
1. Complies with attendance	Y N	Y N	Y N	Y N				
2. Practices punctuality	Y N	Y N	Y N	Y N				
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N				
4. Cooperates as a team member	Y N	Y N	Y N	Y N				
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N				
6. Works unsupervised	Y N	Y N	Y N	Y N				
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N				
8. Uses good judgment	Y N	Y N	Y N	Y N				
9. Accepts changes	Y N	Y N	Y N	Y N				
10. Accepts constructive criticism	Y N	Y N	Y N	Y N				
Displays:								
11. Initiative	Y N	Y N	Y N	Y N				
12. Integrity	Y N	Y N	Y N	Y N				
13. Frustration tolerance	Y N	Y N	Y N	Y N				
14. Good manners and personal habits	Y N	Y N	Y N	Y N				
15. Appearance required by situation	Y N	Y N	Y N	Y N				
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N				
17. _____	Y N	Y N	Y N	Y N				
18. _____	Y N	Y N	Y N	Y N				
19. _____	Y N	Y N	Y N	Y N				
20. _____	Y N	Y N	Y N	Y N				

SPECIFIC SKILL OUTCOMES: Dates:				
31. Characterizes the masonry industry	___	___	___	___
32. I.D.'s, selects, uses & maintains hand & power tools	___	___	___	___
33. Courses brick to a given height using rules	___	___	___	___
34. Identifies types of mortars	___	___	___	___
35. Identifies the ingredients and properties of mortars	___	___	___	___
36. Identifies the properties and characteristics of concrete	___	___	___	___
37. Selects and mixes mortars and concrete	___	___	___	___
38. Lays brick and/or block to the line	___	___	___	___
39. Defines & describes pattern, structural, layout, and adhesive bonding	___	___	___	___
40. Identifies the various methods of masonry practices	___	___	___	___
41. Identifies the methods of basic building layouts	___	___	___	___
42. Cleans masonry	___	___	___	___
43. Erects and disassembles basic scaffolds	___	___	___	___
44. Uses industry-related computer software	___	___	___	___
45. Demonstrates an understanding of basic science	___	___	___	___
46. Reads construction drawings and specifications	___	___	___	___
47. Performs building layout- establishes corners	___	___	___	___
48. Prepares site, pours & finishes concrete slab	___	___	___	___
49. Demonstrates an understanding of entrepreneurship	___	___	___	___
50. Demonstrates employability skills	___	___	___	___

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____
___	___	_____

Use back of form to list additional modifications or make general comments.

FM-5914 (03-99)

D-16

BEST COPY AVAILABLE

Miami-Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Program Name: Commercial Foods & Culinary Arts
Program #: 1200403
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC-SKILL OUTCOMES: Dates:				
31. Demonstrates sanitary practices	___	___	___	___
32. Uses weights and measures	___	___	___	___
33. Demonstrates proper portion control	___	___	___	___
34. Sets up and breaks down cafeteria, serves food items	___	___	___	___
35. Conducts proper dining room procedures	___	___	___	___
36. Prepares breakfast items	___	___	___	___
37. Prepares salads and dressings	___	___	___	___
38. Prepares sandwiches with garnishes	___	___	___	___
39. Prepares hot and cold appetizers	___	___	___	___
40. Cuts and prepares vegetables	___	___	___	___
41. Cuts and prepares meats	___	___	___	___
42. Prepares starchy products	___	___	___	___
43. Prepares soups, stocks and sauces	___	___	___	___
44. Prepares and deep fries items	___	___	___	___
45. Prepares pies	___	___	___	___
46. Prepares cakes	___	___	___	___
47. Prepares cookies	___	___	___	___
48. Prepares yeast and yeast products	___	___	___	___
49. Demonstrates proper decorating	___	___	___	___
50. Operates dishwashing machine	___	___	___	___
51.				

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE ITEM # MODIFICATION

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Use back of form to list additional modifications or make general comments.

FM-5911 (03-99)

D-17

BEST COPY AVAILABLE

Miami-Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Program Name: Job Preparatory Education: Drafting
Program #: 8725000
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS: Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES: Dates:				
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES: Dates:				
31. Demonstrates employability skills	___	___	___	___
32. Uses drafting instruments and equipment	___	___	___	___
33. Uses basic computer applications programs	___	___	___	___
List on back of form: the programs/applications with which student is proficient.				
34. Selects and uses proper materials	___	___	___	___
35. Interprets information from plans, drawings & sketches	___	___	___	___
36. Uses proper drafting symbols	___	___	___	___
37. Uses proper lettering techniques	___	___	___	___
38. Uses modern drafting reproduction techniques	___	___	___	___
39. _____	___	___	___	___
40. _____	___	___	___	___
Demonstrates ability to make:				
41. Freehand sketches	___	___	___	___
42. Orthographic drawings	___	___	___	___
43. Pictorial drawings	___	___	___	___
44. Auxiliary view drawings	___	___	___	___
45. Sectional view drawings	___	___	___	___
46. Engineering drawings	___	___	___	___
47. Architectural drawings	___	___	___	___
48. Drawings using computer aided drafting (CAD)	___	___	___	___

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-5913 (03-99)

D-18

BEST COPY AVAILABLE

Miami-Dade County Public Schools • Office of Applied Technology, Adult, and Career Education • Miami, Florida

CURRICULUM-BASED VOCATIONAL ASSESSMENT (CBVA) RATING FORM

Name _____
ID # _____
Exceptionality _____
Home School _____
Shared-Time School _____
ESE Dept. Chairperson _____

Scale
Y = Yes N = No
DO NOT RATE ANY ITEM NOT OBSERVED

School Year(s) _____ Grade(s) _____
Program Name: Job Preparatory Edu./Dry Cleaning & Laundering
Program #: 8733000
Rater's Name _____
Rater's Signature _____

Scale
P = Proficient
M = Pro. w/modification
N = Not Proficient
DO NOT RATE ANY ITEM NOT OBSERVED

WORK RELATED BEHAVIORS:	Dates:				
1. Complies with attendance	Y N	Y N	Y N	Y N
2. Practices punctuality	Y N	Y N	Y N	Y N
3. Interacts with teachers or supervisors	Y N	Y N	Y N	Y N
4. Cooperates as a team member	Y N	Y N	Y N	Y N
5. Seeks assistance appropriately	Y N	Y N	Y N	Y N
6. Works unsupervised	Y N	Y N	Y N	Y N
7. Completes task accurately & in timely manner	Y N	Y N	Y N	Y N
8. Uses good judgment	Y N	Y N	Y N	Y N
9. Accepts changes	Y N	Y N	Y N	Y N
10. Accepts constructive criticism	Y N	Y N	Y N	Y N
Displays:				
11. Initiative	Y N	Y N	Y N	Y N
12. Integrity	Y N	Y N	Y N	Y N
13. Frustration tolerance	Y N	Y N	Y N	Y N
14. Good manners and personal habits	Y N	Y N	Y N	Y N
15. Appearance required by situation	Y N	Y N	Y N	Y N
16. Safe use & proper care of materials/equipment	Y N	Y N	Y N	Y N
17. _____	Y N	Y N	Y N	Y N
18. _____	Y N	Y N	Y N	Y N
19. _____	Y N	Y N	Y N	Y N
20.	Y N	Y N	Y N	Y N

GENERALIZED SKILL OUTCOMES:	Dates:			
21. Understands/follows oral directions	Y N	Y N	Y N	Y N
22. Communicates orally	Y N	Y N	Y N	Y N
23. Communicates in writing	Y N	Y N	Y N	Y N
24. Understands/follows written directions	Y N	Y N	Y N	Y N
25. Applies related terminology	Y N	Y N	Y N	Y N
26. Applies related measurement	Y N	Y N	Y N	Y N
27. Applies related math computation	Y N	Y N	Y N	Y N
28. Demonstrates problem solving	Y N	Y N	Y N	Y N
29. Demonstrates computer literacy	Y N	Y N	Y N	Y N
30. Shows interest in occupational area	Y N	Y N	Y N	Y N

SPECIFIC SKILL OUTCOMES:	Dates:			
31. Performs routine shop housekeeping and machine maintenance	___	___	___	___
32. Performs counter tasks and duties	___	___	___	___
33. Performs assembly tasks and duties	___	___	___	___
34. Identifies fibers and fabrics	___	___	___	___
35. Determines proper cleaning procedures for fabrics and dyes	___	___	___	___
36. Identifies stains	___	___	___	___
37. Understands the use of chemicals, formulas and tools for stain removal	___	___	___	___
38. Operates and maintains commercial laundry equipment	___	___	___	___
39. Understands properties and uses of synthetic solvents	___	___	___	___
40. Operates and maintains dry to dry synthetic machine	___	___	___	___
41. Operates and maintains filter and still	___	___	___	___
42. Troubleshoots the cleaning process	___	___	___	___
43. Operates a utility press	___	___	___	___
44. Operates a laundry press	___	___	___	___
45. Operates a pants legger	___	___	___	___
46. Operates a form finisher	___	___	___	___
47. Operates a shirt unit	___	___	___	___
48. Operates a pants topper	___	___	___	___

MODIFICATIONS: *List date, item #, and modification for each (M) rating.*

DATE	ITEM #	MODIFICATION

Use back of form to list additional modifications or make general comments.

FM-5912 (03-99)

BEST COPY AVAILABLE

Appendix E

Florida Department of Education: CBVA Newsletters

Appendix E
Alphabetical Index by Subject of CBVA Newsletter Articles

The following index lists CBVA articles related to key subject areas. The newsletter issue date, school district, and page number are provided for reference.

Business/Employers
- Fall 1994, Okaloosa E-20
- Spring 1996, Walton County E-30

Career Stages
- Spring 1997, Orange County E-35

Community-Based Instruction, OJT, Work Study
- Spring 1992, Orange County E-8
- Fall 1992, Orange County E-12
- Fall 1993, Okaloosa County E-16

Competency Mastery and Course Credit
- Fall 1992, Leon County E-10

Documenting Instructional and Curriculum Modifications, Multiple Exit Points and Modified Occupational Completion Points
- Spring 1994, Okaloosa County E-18
- Fall 1994, Osceola County E-20
- Spring 1997, Dade County E-35

Documenting Success
- Spring 1997, Brevard County E-34

Initiating the CBVA Process
- Spring 1992, Dade County E-7
- Spring 1997, Dade County E-35

Interagency Communication
- Fall 1993, Dade County E-15
- Spring 1994, Walton County E-18
- Spring 1995, Dade County E-22

Job Placement
Fall 1993, Dade County E-15

Maintaining the CBVA Process
Fall 1994, Pasco County E-21
Spring 1995, Brevard County E-21
Spring 1995, Dade County E-22
Spring 1996, Pasco County E-29
Spring 1997, Dade County E-35

Middle School
Spring 1992, Pasco County E-9
Fall 1994, Pasco County E-21
Spring 1995, Dade County E-22

Ninth Grade Vocational "Wheel" at a Tech Center
Fall 1992, Pasco County E-13
Spring 1995, Hillsborough County E-23

Parent-Teacher Conferences
Fall 1993, Dade County E-15
Spring 1994, Walton County E-18
Spring 1995, Dade County E-22

Portfolios and Electronic Portfolios
Spring 1996, Osceola County E-29
Spring 1996, Orange County E-28

Procedure for Coordinating Process/Data
Spring 1992, Osceola County E-8

School-to-Work and Academies
Spring 1996, Brevard County E-26
Fall 1996, Brevard County E-30
Fall 1996, Dade County E-31
Spring 1997, Walton County E-33

Staff Responsibilities and Managing the Process
Spring 1993, Dade County E-14

Student Self-Assessment
Fall 1994, Okaloosa County E-20
Fall 1996, Dade County E-31
Fall 1996, Hernando County E-32

Student-Teacher Conferences
Fall 1993, Broward County E-15
Spring 1995, Brevard County E-21
Spring 1995, Dade County E-22

Student's Perspective
Spring 1997, Dade County E-38

Teacher's, Vocational/ESE Specialist's, and Vocational Education Supervisor's Views
Fall 1992, Dade County E-10
Spring 1995, Brevard County E-21
Spring 1995, Dade County E-22
Fall 1995, Dade County E-24
Spring 1995, Hillsborough County E-23
Spring 1996, Dade County E-26
Spring 1997, Dade County E-37

Teaching Strategies
Fall 1993, Okaloosa County E-16

Transition/Transition IEP Planning
Fall 1993, Dade County E-15
Fall 1993, Osceola County E-16
Spring 1994, Department of Education E-17
Fall 1994, Dade County E-19
Fall 1994, Osceola County E-20
Spring 1995, Brevard County E-21
Spring 1995, Dade County E-22
Spring 1996, Brevard County E-26
Spring 1996, Osceola County E-29
Spring 1997, Walton County E-33
Spring 1997, Osceola County E-34

Vocational Rehabilitation/Interagency
Fall 1994, Dade County E-19
Spring 1995, Brevard County E-21
Spring 1996, Walton County E-30

Work-Related Behaviors and School-Wide Use
Fall 1995, Dade County E-24
Spring 1997, Dade County E-37

Curriculum-Based Vocational Assessment
in Florida

Following are selected articles from *THE CBVA UPDATE NEWSLETTER*, Spring 1992 -- Spring 1997.

Spring 1992

Curriculum-Based Vocational Assessment
-Dade County Public Schools, Peggy Pfenninger-

The Dade County Public Schools, CBVA District Planning Team met for the first time in February of 1991. Membership reflects an interagency, interdisciplinary team. Our approach towards defining and detailing a workable and individualized CBVA process for the Dade County Public Schools was guided by training that was provided by the state in a series of workshops featuring Dr. Robert Stodden from the University of Hawaii. Mrs. Peggy Pfenninger, DCPS Vocational Evaluator was selected to attend the training workshops and to coordinate the activities of the CBVA District Planning Team, as well as the pilot project at one middle school and one senior high school this fall.

An important expectation, that the District Planning Team identified, was CBVA becoming a mechanism for providing vocational assessment data for ever increasing numbers of exceptional students. At the school level, CBVA provides information that can be used for immediate planning (i.e., writing IEP goals and objectives) or for long range planning (i.e., identifying transition service needs and job placement). At the administrative level, CBVA will provide the data needed for accountability and program planning.

Ms. Diana Ross, Educational Specialist, Vocational Education for the Handicapped, was instrumental in procuring initial release time for Mrs. Pfenninger and funding for the full-time CBVA Specialist position through the Carl Perkins grant. Carl Perkins funds also provide substitutes, allowing teachers release time to participate in CBVA related workshops. Credit for these workshops has been arranged through the Teacher Education Center. Workshops are held at FDLRS/South and are being provided in three areas this school year: (1) workshops to train the teachers at the pilot schools to use CBVA materials; (2) workshops to write CBVA rating form Specific Skill Outcomes for the various ESE Vocational Courses; and, (3) workshops to

conduct the continuing activities of the District Team's "working" subcommittee which is composed of educational specialists from vocational education and exceptional student education (ESE), a vocational placement specialist and vocational and ESE teachers from the pilot sites. By the end of this school year, we will have an implementation hand-book completed and additional schools identified for 1991-92 pilot sites.

CBVA Used in Community Based Training (CBT)
-Orange County, Mary Jo Brackett-

Picture a mussed hotel room with two occupants. One thinks, "ahh, appropriately groomed for the job" and checks a sheet, thinks, "stays on task" and checks again. Now, don't let your imagination run away with you. The student-trainee is learning to be a room attendant while participating in a community-based vocational training program for exceptional students. The student's progress is being evaluated using Curriculum Based Vocational Assessment (CBVA).

CBVA is an ideal assessment tool for Community Based Training (CBT) Programs. In Orange County there are 476 students training at 48 different business sites. While similarities do exist, each site has differing expectations of their employees and trainees as far as grooming, job tasks, etc. are concerned. Teachers analyze each job and make checklists that are tailored to each job, job site, and the expected outcomes for each student. Students are evaluated using these lists. The evaluations are used to determine changes in training, report grades and place students in the work study program.

CBVA in Osceola District Schools
-Joy Suldo-

Curriculum-Based Vocational Assessment has provided pertinent information regarding the vocational preferences and aptitudes of Osceola County's ESE students since 1989. CBVA was originally implemented for students in grades eight and nine and was expanded each year to include more grade levels. By the end of the 1991-1992 school year, over 300 students in grades seven through twelve will be involved in CBVA.

At the end of each semester, vocational teachers are asked to rate their ESE students in the areas of interest, aptitude, and work behaviors. CBVA information is also gathered from ESE teachers in their courses which are vocationally oriented, such as "ESE On-the-job Training" and "ESE Pre-Workshop Skills." The CBVA results are maintained in a vocational folder which is filed with each student's permanent records, and are available to ESE teachers, staffing specialists, counselors and other educators who are involved in vocational course scheduling or transition planning.

The CBVA results provide a continuous record of performance in vocational courses. They often reflect a student's changing interests and can identify important work-related behaviors which have been successfully developed as well as those which still need to be addressed. This information is vital for teachers who supervise ESE work experience programs, job coaches, and others who develop and implement individual transition plans. The information is also pertinent when planning new vocational training programs to meet the needs of specific groups of ESE students.

Procedures for gathering the CBVA information have been developed in response to input by vocational teachers regarding this additional "paperwork." In order to minimize the time required to complete each form, the data in the top section is completed in advance by district staff members or volunteers. Computation of the work-related behavior percentage is also completed by the district staff after the forms are returned. The responsibility for coordinating this process and maintaining the vocational ESE records is assumed by the district's Vocational-Exceptional Specialist.

CBVA in Pasco County School District
-Dick Sheppard-

After a year of piloting in two middle schools, we currently are using a CBVA Performance Profile to evaluate students in the following areas:

1. All seventh grade ESE and non-ESE students are evaluated in the vocational wheel classes.
2. The CBVA Performance Profile is completed for ESE students only in grade eight.

These forms are NCR printed and distributed to guidance for placement in the Career Planner, the ESE teacher for use with scheduling and IEP recommendations, and the Vocational Coordinator to assist with recruitment efforts based on student aptitude and interest. The parent/guardian also receives a copy at the IEP conference.

We have started a new program in which ESE students can attend our vocational school part of the day to obtain information regarding aptitude and interest that will assist with future scheduling recommendations and career choices. An on-site job coach supervises these students and serves as a liaison with ESE teachers at the home school. Twenty-four students from various exceptionalities (currently MH, EH, SED, SLD, PI) are enrolled in this program. These students are ninth graders from three high schools who attend for either one or two periods, depending on transportation arrangements. The students rotate through programs at the vocational school based on need and are not required to be in a program for any specified amount of time. After the student has completed an area, the on-site job coach and the vocational instructor jointly complete a program specific profile form.

Jobs for the 90's, our interest inventory slide series, has been revised to remove sex bias and to tie job titles to the DOT. Pasco County Schools will make this series available.

FALL 1992

Leon County's CBVA Activities
-Bobbye McNish and Cynthia Byrd-

In the spring of 1992, the ESE and vocational teachers at Lively Vocational Technical Center met to discuss the problems and possible solutions in serving exceptional students. One of the solutions was to implement a CBVA rating form. Initially the form only assessed work related behaviors. This aided in pinpointing behaviors which interfered with vocational training. Consequently the vocational and ESE teachers could jointly determine behavior strategies.

During the summer of 1992, three vocational courses were targeted to develop a CBVA rating form. This included generalized skill outcomes and specific vocational skill outcomes in addition to the work related behaviors. The form provided not only additional data on the students, but also aided in documentation of competency mastery. This was instrumental in determining what competencies were required for the earning of high school credit. These competencies became part of each student's individual educational plan.

We are presently in the process of creating CBVA forms for all the vocational programs offered to high school exceptional students at Lively. This facilitates the communication between teachers, students and parents. The visual record of competency and credit mastery has been a motivating factor for the students, as well as a record keeping system for the teachers.

Curriculum-Based Vocational Assessment in Dade County Public Schools
-Peggy Pfenninger-

The 1991-92 school year was the pilot year for CBVA in the Dade County Public Schools. A full-time CBVA Specialist supervised the program's development and implementation at three pilot sites. A CBVA Handbook was completed, including teacher developed rating forms for thirty-nine (39) various ESE Vocational courses. A total of fifty-three (53) vocational and exceptional student education teachers were trained in the use of CBVA materials. Teachers at the three pilot schools rated students enrolled in ESE vocational courses, grades 7 and 10-12, including students enrolled in shared time programs at Robert Morgan Vocational Technical Institute.

Teacher comments on the end of the year survey included:

- "Using CBVA has helped me focus on student outcomes - you can see the progress the student is making."
- "The time involved is justified because I plan on using the information in parent conferences and in counseling students."
- "The form has helped to focus my teaching on specific skills."

- "Providing our placement personnel with as much information as possible about students is a great motivator."
- "Using the rating form helps you zero in a little better - helps you take a better look at the student."
- "I have added classroom activities designed to provide an opportunity to assess all of the specific skill outcomes from the rating form."
- "I really believe it (CBVA) will lead to better vocational program placement and to gainful employment."
- "As a Vocational Placement Specialist, CBVA provides me not only with specific skill data, but with information about the personal nuances and learning styles of a student that can make or break a job placement."

CBVA is being introduced at five new sites within the Dade County Public Schools during November of 1992 and is continuing to be used by the teachers who were trained during the 1991-92 school year. Students in grades 7 through 12 will be included in the CBVA ratings during 1992-93.

CBVA Provides Focus on Interpersonal Skills
-Brevard County Schools, Earnestine Ellington-

Academics is an outcome-based, product model. That model may fall short unless WORK READINESS INTERPERSONAL SKILLS are taught as an equal partner. Curriculum Based Vocational Assessment (CBVA) provides a focus on these skills for students in Brevard County Schools since it is an integral part of the BEST program, a vocational training and transition planning program for students earning a special diploma. BEST features in-school employability and vocational skills training, vocational assessment and counseling, and two years of on-the-job training (OJT).

Work readiness social skills prepare pupils to be life-long learners who can be positive participants in the work force. They are the interpersonal skills necessary for best business practice that have been highlighted in such documents as the SCANS (The Secretary's Commission on Achieving Necessary Skills) Report from the U.S. Department of Labor. Generalization of work readiness social skills is a broad deficit among many Exceptional Education students. Vocational teachers cannot assume that ESE students will intuitively model the interpersonal skills necessary to be an effective worker on the job. Through CBVA, we are able to collect information assessing a student's performance in vocational education and career related courses by using a rating form process. By measuring these work related social skills and behaviors, we can then focus in on them and teach them by process, the backbone of vocational education.

Initiative, cooperation as a team member, decision-making, flexibility in accepting change, responsibility, accepting constructive criticism are observable skills which are role-played by students in the program. The curriculum becomes the medium to concretize in the student's mind the

stark difference between school skills and the behaviors necessary at work. Through practice, students realize the importance of quality and customer service.

Ensuring success in academics is only one component of interdependent skills needed by students for their success in the world of work. When students in the BEST program teach each other through role-playing, they participate as the manager, employee, and the customer. They practice the ongoing process of observing and assessing performance as modeled by curriculum-based vocational assessment along with the teacher. Most of the time, when students are directly involved in these assessment activities, they have the greatest likelihood of increasing their self-awareness in relation to their work habits and attitudes, and appreciations that contribute to a satisfying and productive life. Students are then able to concentrate on these skills in a "real" environment during their On-the-Job training in the community.

CBVA provides information to teachers that assists them in planning a student educational program that includes not only an emphasis on the development of basic skills and abilities but also a focus and diligent application of the personal and interpersonal qualities that are part of the foundation of work requirements in the context of the real world.

Schools must teach these skills. Students must learn them. Curriculum-based vocational assessment in Brevard County Schools has provided a means of focusing in on workforce know-how and placing learning objectives within a real environment.

Work Study
-Orange County, Mary Jo Brackett-

Orange County Public Schools offers a continuum of vocational opportunities for high school students in exceptional education. One of the key components in the continuum is Work Study. A student who has engaged in one of the vocational training programs and whose job readiness report is favorable may be referred in grade 12 (other grades considered) to the Work Study teacher for his school.

Suzanne Hatcher and Karen Petersen each have half the county, monitoring six high schools each. They have offices in the Educational Leadership Center, but are usually in one of the high schools, visiting Shared Time students at a vo-tech school, at one of the Work Study student's place of work, on a home visit or at one of the 54 business sites where students train in the Hospitality, Health and Industry Training Program.

As the teachers make these visits, they obtain data to track student progress. By tracking students as they engage in vocational training, both Karen and Suzanne feel better prepared to assist the students as they are referred to Work Study. The data is fed into a data base designed by Suzanne on a Macintosh computer. The resulting data base has proven invaluable as teachers and other staff plan programs, place students and do follow-up studies.

In addition to the data base many curriculum-based Vocational Assessments are in use at the different stages of the continuum such as the excerpt below.

Every effort is made to assure that students are successful on their jobs in the Work Study program, which creates an ideal transition for the students involved.

CARE OF EQUIPMENT: Does the student take care of work tools and equipment?
____ Seldom uses or takes care of tools and equipment properly.
____ Sometimes uses tools and equipment properly.
____ Usually uses tools and equipment properly.
Comments: _____

IMPROVEMENTS AND PROGRESS: Does the student's quality of work show satisfactory progress and improvement?
____ Shows little or no improvement.
____ Learns slowly; has shown only slight improvement.
____ Learns fairly quickly; remembers instructions; is making normal progress.
____ Learns fast; seldom forgets; is making very good progress.
Comments: _____

STUDENT STRENGTHS _____

CBVA in Pasco County
-Gail Barnes-

We have begun our second year of the CBVA "Wheel of Interest" at Marchman Vocational Center. An on-site job coach supervises these students and serves as a liaison with ESE teachers at the home school. Thirty-five students from various exceptionalities (currently MH, EH, SED, SLD, PI) are enrolled in this program. These students are ninth graders from three high schools who attend for either one or two periods, depending on transportation arrangements. The students rotate through programs at the vocational school based on need and are not required to be in a program for any specified amount of time. After the student has completed an area, the on-site job coach and the vocational instructor jointly complete a Performance Profile for that specific program. Thirty students completed the wheel which resulted in several students enrolling as regular vocational students for 1992-93.

A major attribute of the wheel is getting ESE students to give Marchman Vocational Center and vocational education a consideration. Many ESE students do not possess the self-confidence to leave their home school to attend the vocational school. They are willing to accompany a group of their peers on a separate bus and have a personal contact (the job coach) at the vocational school. Once they have experienced Marchman Vocational Center, they feel comfortable in returning to a regular program.

One student achieved real success due to her enrollment in the wheel. When this student, an SLD student, entered the wheel she was very timid and withdrawn. We anticipated that she might have some difficulty in adjusting to the regular students which included adult students. Through the wheel rotations, this student found her "niche" in the Environmental Horticulture program. She has worked at above average levels. She is now enrolled in Horticulture as a regular student. She was recently voted Vice President of the FFA organization and upon completion of the program, will become an excellent employee.

SPRING 1993

Dade County CBVA
-Peggy Pfenninger-

Curriculum-Based Vocational Assessment is being infused in the continuum of services for disabled students, grades 7-12, in an ever increasing number of schools in Dade County. To date, teachers at eleven (11) middle and senior high schools have been trained regarding the CBVA rating process. CBVA is used as a means of vocational assessment for those students enrolled in Exceptional Student Education-Vocational Education courses.

The role of the Exceptional Student Education (ESE) Department Chairperson is a crucial element in the CBVA process, as designed for Dade County. The CBVA Management Flow Chart details the timelines, persons responsible, their specific responsibilities and the corresponding activities they are involved in. As the list is reviewed, note that the person responsible, time and time again, is the ESE Department Chairperson. He/She is *the* person responsible for managing the process at his/her respective school and for coordinating the information flow between the middle school and the high school, between the high school and the shared-time vocational school, with the Region Vocational Placement Specialist, and the student's new school in the event of school transfer.

In the schools where CBVA is most successful, it is the ESE Department Chairpersons who not only express, but demonstrate a sincere interest in procuring information about their students via CBVA rating forms. They communicate a desire to have this information and detail the ways in which they use it, letting the vocational teacher know that this is not just another piece of paper, but a *valuable* tool with information that they will use in planning and for transition activities.

At its best, one of the things this tool can do is serve as a focus for communication between the ESE Department Chairperson and the vocational teachers. At the largest high school in Dade County (G. Holmes Braddock Sr. High) there are two ESE-Vocational courses for Educable Mentally Handicapped (EMH) students this school year. Braddock's ESE Program Specialist, Jackie Wright (acting as the CBVA designee in lieu of the ESE Department Chairperson) has used the CBVA rating data not only to monitor student progress in these courses, but also to

focus communication when meeting with the teachers of the classes regarding course content and possible modifications to employ with the (EMH) students.

The CBVA Management Flowchart presents a two dimensional picture of the process as it exists within DCPS. Such charts are useful as management tools, but it is the people represented by the titles on the chart who really "make it happen."

FALL 1993

Curriculum-Based Vocational Assessment in Broward County
-Annette Zylinski-

Broward County has successfully implemented the CBVA process for several ESE programs, including Marketing, DCT, Hospitality, Environmental Services, and a soon to be implemented Auto Detailing program. CBVA has been a successful tool for assessing exceptional students' performance within existing course content. It provides a means for the instructor to show levels of success for a particular skill. In addition, it can be a successful method for students to do a self evaluation enabling them to recognize their own strengths and weaknesses.

The CBVA rating form has proven most valuable in providing an avenue for conferencing between the instructor and student as well as ESE staff and vocational staff. The process provides a non-threatening evaluation tool that clearly indicates strengths and weaknesses of the student. As course options expand in job preparatory areas, CBVA is proving its worth!

Dade County CBVA
-Pat Varone-

As a Vocational Placement Specialist who works with exceptional students in the transition process, I must know as much about our exiting students as is possible. Curriculum-Based Vocational Assessment (CBVA) has begun to give me a picture of where the student is vocationally and how he/she has progressed. This information is extremely valuable when placing the student in a job or when linking him/her with community service providers.

The information CBVA provides is very useful in meetings with parents. For example, CBVA gives a picture of the student's work-related behaviors over a period of time and possibly in different vocational training experiences. Identifying behavioral strengths and/or weaknesses can help parents understand the need for additional training, the need for a particular work environment, or the need for services from a community agency.

In a transition conference last year, I recommended to a parent that her daughter would need support from a community agency for work adjustment training. The parent was surprised that her daughter's vocational training experiences were not leading directly to competitive employment. I showed her the CBVA rating forms that clearly supported her daughter's inability to work unsupervised. We talked about the need to be able to work without constant supervision when competitively employed. The mother then understood and accepted the recommendation.

The information which CBVA provides is very useful when placing a student in a job. CBVA provides knowledge of the modifications that the student needs in order to perform tasks in a proficient manner. This information can make the difference between the student's success and failure in the world of work. A graduate was to be employed by Wendy's. He had been in a commercial foods program where he had learned to make sandwiches. When I reviewed the CBVA rating form, it indicated that the student was proficient at making sandwiches if he had a model sandwich to copy. When I explained this to the manager, he showed me pictures of each sandwich that the student would be making. These pictures provided the extra help he needed to keep his job at Wendy's.

The CBVA rating form is a tool which provides a graphic depiction of the student's development in the areas of work related behaviors and specific vocational skills: the exact information that I need for transition activities.

Okaloosa County CBVA
-Debra Husted-

Curriculum-Based Vocational Assessment rating forms, adapted from Dade County CBVA forms, are currently being used at the Vocational Technical Center with ESE special diploma students. The vocational liaison meets with students' instructors each six weeks to rate student progress. Information from these meetings is used in planning teaching strategies for the following six weeks. This has been helpful for both instructors and students. The CBVA forms are also used for students who are participating in the Community Skills Training Program. All vocational and community skills training information is shared with the appropriate adult service providers; i.e., Developmental Services and Vocational Rehabilitation, during IEP meetings and/or support plan meetings. Developmental Services job coaches have found this information very helpful as well as time saving. Okaloosa County will continue to expand the use of CBVA in the following months.

CBVA In Osceola County
-Joy Suldo-

Curriculum-Based Vocational Assessment is ALIVE and ACCOUNTABLE in Osceola District Schools! It has proven to be a valuable source of information needed for effectively

implementing the new transition planning requirements of IDEA. Beginning in middle school, ESE students are encouraged to enroll in vocational education courses. Every semester the district Vocational-Exceptional Specialist notifies all vocational teachers of the ESE students in their classes and identifies an ESE contact person at their schools. Through cooperative consultation, the ESE and vocational teachers develop modifications to the curriculum, instructional methods, materials and equipment according to each student's needs. At the end of the semester, vocational teachers complete a CBVA rating form for each student. This provides a "snapshot" of the student's aptitude, interest level, and the general level of employability skills as observed in that particular vocational class. CBVA information is also gathered from teachers of ESE courses which are vocationally oriented, including Pre-Vocational Education, Employability Skills, On-the-Job Training, Job Preparatory Education, Occupational Training, Pre-Workshop Skills, and Supported Competitive Employment.

In Osceola County, formal transition planning begins for all ESE students at age 14 and is updated each year as part of the IEP process. CBVA results are contained in each student's transition portfolio along with records of career interest assessments, work experience, and vocational course requests. As students progress through high school, the CBVA records help build a valid basis for developing appropriate annual transition goals by providing

- a continuous record of performance in vocational courses;
- a reflection of a student's changing career interests;
- modifications and strategies which increase achievement;
- work-related behaviors which have been developed, as well as those which still need to be addressed.

In addition to its importance in transition planning, CBVA information is also vital for job-site teachers, work experience teachers, and job coaches as students are considered for community-based training programs and employment.

SPRING 1994

CBVA and the Transition Planning Process
-Florida Department of Education, Sara Pankaskie, Ph.D.-

The new transition services requirements of the Individuals with Disabilities Act (IDEA) are beginning to take root in Florida. Many teachers, program and staffing specialists, parents, and administrators have received training on how to incorporate transition planning into students' IEPs. More and more people are beginning to speak in terms of "desired postschool outcomes," and goals and objective are clustering around the required areas of instruction, community experiences, employment, and postschool adult living skills. Some of the finer points-such as

how existing initiatives such as CBVA may be integrated into transition planning - are yet to be worked out. I will venture some thoughts in this area.

There are at least three uses for curriculum-based vocational assessment information in relationship to the Transition IEP planning process. First, it could be included in the present levels of performance portion of the IEP. Transition IEP participants are being encouraged to move away from just filling in math and reading scores and to use this section to paint a picture of where the student is in relation to his desired postschool outcome. This section may also include the student's desires, needs, interests, and preferences. CBVA information is ready made for this purpose. The second possible use for CBVA would be in the actual writing of the goals and objectives and their attendant evaluation procedures, criteria, and schedules. CBVA provides a perfect tool for evaluating progress toward attainment of vocational goals for students in transition. The third relationship is with the multiple exit points process. Each IEP must include a description of the test and course modifications required by a student. Again, CBVA could be used to document the needs of the student for these modifications.

Bob Stodden has called CBVA a process for "data collection, decision making, and program planning." Transition planning might be described the same way.

Okaloosa County CBVA
-Linda Ladner-

As the ESE liaison working with vocational instructors, high school ESE teachers, and ESE students, I believe that CBVA is a useful instrument in coordinating educational objectives for students with special needs. I feel that the majority of the CBVA skills are relevant to vocational-technical classes and work-related behaviors, as well as prerequisite skills to be taught at the high school level. CBVA is designed to incorporate curriculum modifications, which are helpful when completing individual educational plans. This instrument assists in differentiating standard program completers from modified program completers.

The Bay Area Vocational Technical School instructors have been cooperative in utilizing the CBVA rating scale. As a group, they feel that it is beneficial in monitoring student progress.

CBVA in Walton County
-Bob Biletnikoff-

The "WEAVE" Program (Walton's Exceptional Accelerated Vocational Education Program) in Walton County has an operational philosophy as follows: Keep it Simple, Do it Often, Make it Work!

The CBVA process was easily incorporated into this philosophy. It keeps the ongoing assessment process of students with disabilities simple and easy to understand. Parents are not intimidated by the process. They can easily understand and relate to the criteria being assessed on their daughter or son. The lack of "educational jargon" makes the rating form user friendly. Educators can easily communicate the results to the students, to the parents, and to service providers.

Doing the assessments often gives all parties involved a continuous reference for identification of strengths and weaknesses of our students with disabilities who are participating in Job Prep Programs, On-the-Job Training, and Occupational Training.

Simplicity and frequency are the key ingredients of CBVA. They make it work! The "WEAVE" program will continue to utilize the CBVA process. It is a process that coincides perfectly with our operational philosophy.

FALL 1994

CBVA/Transition in Dade County Public Schools
-Debbie Marks-

As a Transition Specialist for students with disabilities, my duties include:

- assisting graduating exceptional students in securing appropriate employment;
- transitioning into further training at the postsecondary level; and,
- accessing needed support services within the community.

The schools that I work with have been providing me with CBVA folders/materials for graduating students. I have used CBVA data in the assessment of work related skills. This information has provided insight into the student's potential for obtaining and maintaining employment. In some cases, the student was referred directly to Work Adjustment Training or Supported Employment based on this information. I have also used CBVA to provide data regarding specific vocational skills. This has provided relevant information on the students' strengths and job readiness. CBVA forms obtained from teachers in a Dade County Public Schools community based training program, Project Victory, have been very helpful in determining the students' job readiness, and/or the need for further skills training. In several cases, the Vocational Rehabilitation Counselor was able to refer the student directly to a vocational training program, and was able to bypass a lengthy work evaluation, because of the thoroughness of information contained on the CBVA form. As my job duties expand during the coming year, to include earlier student involvement, I am sure that CBVA will become a valuable resource in providing vocational guidance to disabled students.

Okaloosa County CBVA
-Debra Husted-

Okaloosa County continues to use Curriculum-based Vocational Assessment with ESE students enrolled in vocational education and On-the-Job Training courses. Business supervisors participating in training programs have commented that the CBVA process of assessing students helps them stay aware of the actual skills learned as well as their own ability to make accommodations and modifications to encourage students to perform to their potential.

In one varying exceptionalities high school class, the teacher rates each one of her student's work related behaviors during the beginning weeks of school. She also has her students use the rating form to rate their own work related behaviors. Then periodically throughout the year work related behaviors are rated. She meets with each student and discusses how their perceptions compare with hers. She reports that many times students are unaware of their behaviors and this process helps them see how others view their actions. Future plans include investigating the possible integration of CBVA into portfolio assessment.

Multiple Exit Points and CBVA for Transition Planning in Osceola County
-Joy Suldo-

Multiple Exit Points:
Technical educators in Osceola County have begun developing job charts and specific skills needed for entry-level occupations which are related to ESE students' career goals. This allows students who may not be able to complete an entire job prep program to exit at a point where they have demonstrated the basic skills required for a specific job. The student receives a certificate which identifies the job title the student has been trained for, and the competencies which have been achieved. The technical educator records the student as a "modified completer."

CBVA:
Throughout participation in the job prep program, the technical educator completes CBVA rating forms to identify student levels of interest, aptitude, and appropriate work behaviors. This is also used to identify modifications which were successful, and to record observations.

Transition Planning:
The CBVA results along with a copy of the student's multiple exit point certificate and demonstrated competencies are contained in the transition portfolio. This portfolio is stored within each student's ESE file, and provides an ongoing record of participation in technical education classes, specialized job training programs and employment. While developing annual transition IEPs and "desired postschool outcomes" the team can be guided by reviewing the completed CBVA records which form the majority of the contents of the transition portfolio.

Further Implementation:
The job charts and competencies were developed as part of an inservice activity which will be repeated second semester. It is offered to high school technical educators and ESE teachers. During the summer of 1995, more job charts will be developed by curriculum-writing teams.

CBVA in Pasco County
-Gail Barnes-

CBVA continues to be utilized in seventh and eighth grade for ESE students who take the vocational wheel and exploratory courses. This year, Dick Sheppard and Rosie Justice met personally with the ESE and vocational teams at each school to discuss the procedure to implement CBVA and complete the CBVA rating forms. These meetings were very helpful for several reasons. First, it assured teachers that the CBVA information was being used for transition planning. Second, it got the CBVA process "rolling" for another year. Third, it provided an opportunity for the administration to recognize and thank the teachers for their extra effort in completing the CBVA rating forms.

During the meetings, team leaders emphasized that the CBVA information was more important than ever because of the new transition IEPs. Team leaders explained the rules governing transition IEPs and how information from CBVA rating forms would contribute to the development of meaningful transition IEPs, especially in writing relevant present levels of performance.

SPRING 1995

CBVA in Brevard County's TOP Program

Betsy Laflin, Special Populations Coordinator, Brevard County Schools, recently conducted an interview with Mitzi Frazier, TOP (Training for Occupational Preferences) Coordinator, on her experiences in using a CBVA procedure. TOP is a community based occupation training program for students with disabilities.

What are your perceptions of the CBVA concept?
It is a valuable tool in documenting and assessing the growth of students. CBVA relates performance standards to what you are teaching and is a way of determining if you are teaching to your objectives.

How receptive are the teachers in the TOP program to CBVA?
Most of the teachers appreciate being able to document student performance and work related behaviors together in order to see a whole picture of a student. They like the fact that they have a

tool that facilitates communication with employers about the goals and performance of students at the worksite.

Are the CBVA forms filled out by school personnel or work-site personnel?
The business employees do not fill out the forms. They are completed by teachers, and assistants who observe students at the workplace and in the school setting. However, employer/employees provide them with continuous feedback that becomes an integral part of the assessment.

How much are students involved in the CBVA process?
The teachers review the students' progress with them on an on-going basis. The forms serve as a record of what they have done on the job and the students are aware that their performance and behavior on the job is being observed and evaluated. Some students cannot read the forms, but understand feedback when the teacher uses the form for review of individual goals like staying on task or working independently.

Is CBVA part of the transition planning process?
Teachers collect the assessment for each student in the program and review them as they determine transition goals for their students. The CBVA forms may be referred to in transition planning and have been used effectively to help parents/guardians begin to focus on appropriate transition goals since they document actual behavior in real-world employment settings.

How does CBVA facilitate interagency collaboration for the benefit of the student?
The TOP program is funded by the Space Coast Private Industry Council through Job Training and Partnership Act (JTPA) funds. The work maturity and job skills competencies required by the JTPA relate closely to the Occupational Training curriculum objectives; therefore, CBVA is used successfully to measure the students' progress in meeting both agencies' program requirements.

CBVA Activities at Riviera Middle School, Dade County
-Marie Koth-

Riviera Middle School was in the second group of schools in Dade County to begin using CBVA. During the three years we have been using it with our educable mentally handicapped (EMH) students we have sought ways to improve the assessment process and to make full use of the information provided by the form. The purpose of this article is to provide classroom users of CBVA with the procedures and strategies that have worked for the teachers of Riviera Middle School.

The language arts and math teachers found that filling out the academic skills section of the CBVA could be expedited by the use of a test packet in which skills are evaluated in the same order that they appear on the form. Instead of having to go back through the work students have

completed over several months, a record of skills mastered (with or without modifications) is available in a format that is easy to transfer to the CBVA.

As middle school teachers know, it is often difficult to motivate middle school students to keep their minds on academics rather than on their peers. The CBVA has provided that motivation. Students know that the CBVA will follow them to senior high and that the information on the form will be used to determine their course of study when they leave middle school. A wall chart showing the CBVA academic and behavioral skills mastered by each student allows students to follow their progress. It also serves as a reminder of skills that need more work.

In keeping with the exploratory vocational focus of middle school and to help students associate the CBVA skills with the world of work, the teachers of EMH students at Riviera Middle School have developed interdisciplinary units based on entry level jobs across all job clusters. This job exploration further motivates students to master all of the skills.

The CBVA has also been invaluable in parent meetings. By providing a concise presentation of a student's level of academic and behavioral skills compared to those needed at the senior high level, the CBVA eases the transition to senior high and is especially useful in the transition conference. It is also helpful in encouraging goal setting.

The use of CBVA is enabling the EMH teachers at Riviera Middle School to work in concert with the senior highs, rather than independently of them, in preparing students for the world of work. We welcome input from other classroom teachers who have discovered other ways to use CBVA.

A New Program at Tampa Bay Tech Offers a New View of Success for ESE Students in Hillsborough County
-Peter Thomas-

Large numbers of eighth grade learning disabled and emotionally handicapped students in Hillsborough County are dropping out by age sixteen. Many of these students possess or have the potential to develop good work habits. They come to school everyday, are rarely suspended, and try to effectively complete their assignments. Unfortunately, most of these students do poorly in structured academic settings. Normal nine week career exploration programs do not help these students make the necessary career connections or program selections.

Typically, these students are unable to participate in career exploration because they must take corrective reading, learning strategies or social personal skills classes. Tampa Bay Tech (TBT), with the support of Technical, Career, and Adult Education, and Exceptional Student Education, have started a pilot program to address the needs of this target population.

Program Succeed, as it is called, has proven to be a challenging and interesting program for students. Students are enrolled at TBT as ninth graders and are assigned to an ESE teacher and an aide. Students complete a designed curriculum-based vocational assessment in job preparatory labs. They complete ten program areas during a school year.

Mr. Ken Otero, Principal, interviews each parent and student before entry into the program. He has stated that to date, this program has been a success and he would like to have more programs like *Program Succeed*. The technical teachers who have worked with these students throughout the year are looking forward to having them in their programs as full time students next year.

The purpose of the program is to build a vocational profile for each student. Students who are selected for *Program Succeed* are given a career interest survey (Choices Jr.). Students also complete SAGE assessment. The heart of the profile is the CBVA profile that is developed. Students are assigned specific vocational tasks to complete in each vocational area. A profile sheet is completed on each student in each area. The actual task itself is not as important as the work related behaviors to be analyzed. These work behaviors were identified by the vocational teachers as being necessary for successful program completion. The Welding and Industrial Electricity teachers stated that students who possess these skills will have a greater chance to be program completers. To date, seven technical teachers have used the CBVA work related behavior profile. They said that the CBVA model allows them to use real vocational experiences to measure a student's potential.

FALL 1995

CBVA in Dade County
-Mary Jones-

William H. Turner Technical Arts High School, Dade County Public School's state-of-the-art applied technology school, offers students an innovative, integrated curriculum that is career-and- performance-based. In its third year of operation, Turner Tech strives and continues to succeed in creating a learning environment that nurtures leaders and lifelong learners for the competitive workforce of the future. In the educational arena this school is aggressive and innovative with the establishment of five technical area academies as its organizational structure. These academies facilitate the goal of Turner Tech's mission, which is to provide the community with graduates who earn both a high school diploma and certification in a specialized field of career training ("2 for 1"). Presently the academies range in size from approximately 140 to 600 students. They include: Agriscience, Applied Business Technology/Fannie Mae Academy of Finance, Health, Industrial Technology, Public Service and Television Production.

A quality oriented aspect of the program is the ability of academic and technical staff to work as a TEAM to meet the needs of students. Each academy is composed of an interdisciplinary

instructional team responsible for creating, developing, implementing, and assessing Integrated Curriculum Units (ICUs) that achieve academic and technical integration and promote applied learning.

Turner Tech is a "School of Choice." Students must apply to be admitted. Academic grades, attendance, conduct and a strong interest in a technical area are the basis of acceptance. William H. Turner Technical Arts High School is a prototype school embracing a new wave of educational reform.

Curriculum-Based Vocational Assessment (CBVA) is particularly relevant to the purpose and design of William H. Turner Technical Arts High School. CBVA provides a performance-based assessment that focuses on vocational outcomes. Since the central focus of Turner Tech's mission is to develop workplace ethics and skills that make the school-to-work transition a seamless one, the CBVA program complements and enhances this overall career development and transitional process.

Facilitating the needs of the Exceptional Student Education (ESE) population, which represents approximately ten percent of Turner's student body, has been an integral part of the School's transformation. At all stages of development - recruitment, placement, integrated curriculum development and assessment - Curriculum-Based Vocational Assessment has been utilized as a flexible tool to address the individualized needs of the ESE population.

The recruitment process was modified and refined to best serve this client population. CBVA rating forms in the areas of Mathematics and Language Arts are routinely completed at the middle school level to provide relevant data related to the applicant's work behaviors and skill outcomes, both present and potential. The Curriculum-Based Vocational Assessment Program provides clarity, uniformity, and credibility to Turner's recruitment process. Appropriate academy placements for the ESE students requesting enrollment at Turner Tech are the result of this process.

In order to continue to meet the diverse needs of these students within their academies, the CBVA program has been implemented and established. The CBVA rating format focuses on the generalized and specific skill outcomes within each student's program of study. During consultative sessions utilizing CBVA, ESE students become actively engaged in the learning process. Identification of the desired outcomes enables the ESE students to envision the goals of the program. Self-assessment and teacher assessment provide data whereby strengths and deficit areas are identified and addressed through instruction. The mastery of these skills and the desired work related behaviors prepares these students for adult life; they teach the necessary job skills while fostering ethics for the workplace.

Throughout the different academies, the identified work related behaviors, from the CBVA rating form, have been targeted as life skills that must be identified, modeled, and properly assessed if Turner Tech's intended outcome of educating informed, effective, and productive citizen/workers

is to become a reality. These work related behaviors are posted prominently throughout the school as a reminder of desired attitudinal outcomes in the school and workplace. The ESE department, in particular, is utilizing these behavioral outcomes as a foundation for establishing individual contracts with students who require assistance with assessment on an ongoing basis. During consultative sessions, ESE students identify, define, role play, and model desired work related behaviors. These students are monitored and assessed periodically on an individualized needs basis.

As Turner Tech's first graduating class makes the school-to-work transition, the Curriculum-Based Vocational Assessment Program will play an increasingly important role. Workshops and transitional meeting dates have already been targeted to address the issues and concerns that correlate with postsecondary education and/or employment. For the ESE student population at William H. Turner Technical Arts High School, the planning of this transition to adult life is vital if success in today's job market and financial independence is to become a reality. In developing the plan that will best serve these individuals, the Curriculum-Based Vocational Assessment Program has emerged as Turner Tech's essential guide.

CBVA -- A Supervisor's View
-Bobby Gornto-

The Curriculum-Based Vocational Assessment instrument developed for the Agribusiness and Natural Resources Education programs in Dade County is beneficial to both instructors and potential employers. Marketable skills are identified and each skill that the student has mastered is clearly identified on the CBVA instrument. CBVA is not only valuable for use with exceptional students, we have extended its use to document Gold Seal Endorsement and post secondary competency as well. I would encourage any district to utilize this assessment format. (See Appendix D for sample CBVA Rating Forms).

SPRING 1996

CBVA's Promise As Part of School-To-Work Transition Brevard County Schools
-Betsy Laflin-

The School-to-Work system is designed to improve students' access to high-skill occupations. One of the components that has been identified as part of an effective School-to-Work system is the proper and frequent use of vocational interest and aptitude tests. Curriculum-Based Vocational Assessment has the potential to serve as a key to forging the connection between school and work by helping introduce students to promising vocational options and guiding them in directions best suited to their interests and abilities.

CBVA is a process for determining the career development and vocational instructional needs of students based on their ongoing performance within existing course content and curriculum. It is a systematic, continuous evaluation process that allows for the development of an ongoing data base that can guide the career development of students. CBVA can help identify the skills and preferences of the student. These are important factors to consider in transition planning.

Curriculum-Based Vocational Assessment provides assessment information on work related behaviors, generalized instructional outcomes, and specific skill outcomes. Each of these pieces of information can play a part in the evaluation process and can help in making placement and programming decisions. CBVA instrument data can be integrated with assessment information from other sources in order to: (1) determine current career/vocational functioning levels; (2) develop annual vocational program goals; and (3) develop observable and measurable short-term vocational instruction objectives.

The School-to-Work system should prepare students for work. In order to do so, students need school staff to help clarify their interests, preferences and skills, and guide them in directions best suited to their interests and abilities. CBVA can serve as a tool to help students develop career-related focus by providing them with information that will assist them in the selection of classes and link these to a broad range of career possibilities. In that way, Curriculum-Based Vocational Assessment helps students connect the worlds of school and work.

CBVA in Dade County
-Peggy Pfenninger-

Changes have been made in the manner of training instructors to use CBVA materials this year. Previously, Teacher Education Center (TEC) credit was given for attending two workshops during the year, one in the fall and one in the spring, to coincide with the two times that CBVA ratings occur. This year, attendance at one workshop was required and credit was given for the completion of:

- A specific number of CBVA rating forms (two times - once each semester);
- A written outline, lesson plan, or IEP Transition Plan showing infusion of CBVA into their daily professional duties; and
- Meeting with the CBVA Specialist on an individual basis via a site visit.

At the time of this article, approximately 20 out of 95 instructors trained have met with me. Appointments started the last week of March and will continue through the second week of May. Some of the ways that CBVA materials and methods have been used by newly trained instructors are as follows:

1. Walter Edel of Southwest Miami Senior High School developed a series of lesson plans incorporating the Work Related Behaviors from the CBVA rating form for ESE-

Employability Skills. After "teaching" the behaviors, Mr. Edel went on to have the students rate themselves, compare their ratings to his, and outline ways to master behaviors that are weak.

2. Yverose Midy-Placide of Miami Edison Middle School also used the Work Related Behaviors and her ratings to counsel students regarding their strengths and limitations. She felt that her students improved overall in the behavioral area because of the realization that they will be rated throughout their work life by supervisors. Ms. Midy-Placide's completed CBVA rating forms were also a part of some students' application packets to William H. Turner Technical Arts High School ("a school of choice").

3. Michelle Robles of Miami Edison Middle School wrote, "I am responsible for writing the transition plans for approximately 15 eighth graders. I found that the CBVA rating forms assisted me in coming up with applicable goals and objectives."

4. Glenna Allman, Program Specialist at Thomas Jefferson Middle School, used CBVA rating information to write IEP Transition Plans. For one student, she targeted Work Related Behaviors that needed improvement, wrote applicable goals and objectives, and used CBVA as a performance-based method of assessment.

These are some of the more common ways that CBVA rating materials and methods are being used throughout the 53 sites where personnel have been trained. Teachers also commonly compare rating forms across a class and target objectives (Specific Skill Outcomes) that they need to teach or re-teach. As we have written before, the CBVA rating form itself is only a piece of paper. The flexibility of the form makes it a valuable tool for the user.

An Apple for the Teacher: The Newton, A Useful Tool for CBVA
-Mary Jo Brackett-

Jeanie Allison and Lisa Ruggeri from Magnolia School in Orlando have piloted the use of the Newton Message Pad to record observations of their students. They use the Newton while escorting their students on Community-Based Instruction (CBI) trips to area businesses. As the students move about a business exploring careers, job-shadowing, or demonstrating consumer skills, their interactions are recorded via previously programmed observables. Using this hand-held computer to record data and write notes by hand is much more unobtrusive than a clipboard.

Back at school, all data is downloaded into a Macintosh computer automatically. Reports, graphs, and learned profiles are then generated from this data. All of this along with camcorder images become an electronic portfolio which can be viewed on a TV or recorded on VCR tape.

Jeanie and Lisa have presented a number of workshops on their use of the Newton in the district and at conferences. They have influenced the ESE Diversified Education Teachers and their own

Administrator to explore adopting this method to promote efficiency in tracking the hundreds of students in on-the-job training and in paid employment in the district.

CBVA Supports School-to-Work in Osceola County
-Joy Suldo-

CBVA continues to be a valuable source of information for planning ESE students' school-to-work transition activities. Data are collected whenever any ESE student participates in a vocational course in middle school or high school. The CBVA rating forms are housed in each student's *transition portfolio*, providing a cumulative record of participation in career exploration or job prep courses. Reviewing this information provides insight about the student's career interests, aptitudes, work behaviors, and modifications needed to ensure success.

CBVA information guides the IEP committee to plan future vocational experiences that will prepare students to make a successful transition from school to work. These data are also vital for jobsite teachers when students enroll in community-based training programs, and for work experience teachers as they assist students with job search activities.

CBVA in Pasco County
-Gail Barnes-

Pasco Vocational teachers at the middle school level expressed concern regarding the ESE students in their classes. It was *not* a matter of not wanting them--it was a concern for meeting their needs with such large classes and lab situations. As a result of this, Gail Barnes, Supervisor of Vocational Education, and Peter Kennedy, Supervisor of Exceptional Student Education, teamed up to lead an ESE/Vocational Task Force, comprised of the Vocational Coordinator and ESE Department Head from each middle school to address these concerns. The task force met in the Spring of 1995, to identify areas of need and establish an action plan for 1995-96. This group developed a manual to be distributed through a workshop entitled "Middle School Guide to Effective Communication for ESE and Vocational Teachers." Also, funds were secured to allow for stipends for these teachers to meet after school to discuss their courses and students and give input into the IEP process. A special meeting was held with Assistant Principals for Curriculum and Instruction to discuss scheduling problems.

The resulting workshop, "Walk In My Shoes" was well received by both ESE and Vocational teachers. Over 120 teachers were trained over a three-day period. A major component of the workshop which prompted lots of discussion was the five year old CBVA Performance Profile (see page xx). This instrument was being used by Vocational teachers for ESE students in their classes. Many were still unsure of how to use the form and were wary that it was ever useful to ESE teachers. Finally, there was an opportunity to thoroughly explain the instrument and gain

assurances from ESE teachers that the information would be useful if it would get in the right hands in a timely fashion. The moral of the story--don't give up on CBVA!

CBVA in Walton County
-Bob Biletnikoff-

Walton County's "WEAVE" Program, Walton's Exceptional Accelerated Vocational Education Program, has been utilizing CBVA for the past couple of years. Initially, it was used for students with disabilities enrolled in vocational job preparatory programs. The CBVA rating form has replaced other forms that were being used. The information on this form is easily understood by parents, students, school personnel, and the business community.

The CBVA process is now being utilized in Industrial Cooperative programs, Marketing programs, on-the-job training, and transition planning; and it is being incorporated into modified occupational completion points. Outside agencies serving our graduating students with disabilities have used the CBVA rating form to determine needs and to reinforce positive outcomes that are recorded.

The CBVA rating form has become our common "tool" for all programs mentioned earlier. The "WEAVE" Program has always been very streamlined. CBVA complemented my program perfectly. Administrators, teachers, counselors, and job coaches understand and can easily relate to the information on the CBVA form.

The "WEAVE" Program will continue to utilize the CBVA process. It will become a part of all school-to-work initiatives for our students with disabilities.

FALL 1996

The Answer is Right in Front of Us
-Brevard County, Betsy Laflin-

The Problem. The School-to-Work approach links students, schools, and workplaces. the school-based learning component of a school district's School-to-Work system must include regular evaluations of students to identify their academic strengths and weaknesses, workplace knowledge, goals, and the need for additional learning opportunities. districts are searching for efficient and effective ways to gather information that provides the most realistic and objective profile of an individual's interests, abilities, and special learning needs.

The Search. The search for instruments for use in the collection of assessment information is an important one. Districts are looking for instruments that will:
*measure students' specific competencies and deficits in order to provide recommendations for remediation and/or academic support services
*identify occupational interests
*measure achievement levels and/or competencies in the areas of reading. writing. spelling. language development. math. and independent living skills
*identify aptitudes

The Answer. Curriculum-Based Assessment (CBA) is the answer! This approach:
*directly relates assessment information to instructional objectives
*measures both short-term gains and long-term achievement
*is designed frequent administration
*relates to local curriculum
*is useful for making instructional recommendations
*is cost effective and user-friendly
*measure achievement often and is based on specific course curriculum
*helps identify student mastery of many of the SCANS competencies and foundations

Please call any of the CBVA Contacts for further information about how this type of assessment could be **THE ANSWER** to your search.

CBVA at William H. Turner Technical Arts High School
-Dade County, Mary Jones-

William H. Turner Technical Education Center (Turner Tech) is a departure from the traditional American high school. It is one of the few schools nationwide that fully integrates academic and technical competencies. Turner Tech offers twenty-two separate programs of study within seven Academies. the United states Department of Education and the National Center for research in Vocational Education recent named Turner Tech as one of he top ten *New American High Schools.*

The mission of Turner Tech is driven not only by educational reform documents such as SCANS and Goals 2000; but, it is also a new member of the Coalition of Essential Schools. The Coalition principles have been infused into turner Tech's mission and daily practices. In particular, the student as worker with emphasis on authentic assessment has been our focus.

To begin he 1996-97 school year, the school focused on a common these across Academies. through Integrated curriculum Units (ICUs), the whole school is transformed into a lab and students learn around that theme. Instructors in the Business /technology Academy and the Health Academy who were trained to use Curriculum-Based Vocational Assessment (CBVA) materials and methods with ESE students saw the value of emphasizing the CBVA work-related

behaviors with all student enrolled in their Academies. Work-related behaviors were felt to be the linchpin between technical competency and success in the actual work place.

The Academy teams of academic and technical instructors developed this ICU as a beginning unit for the school year to segue into activities within their Vocational Student Organization (VSO), Youth Fair competitions, skill exhibitions, summer internships, and additional ICUs. The intent of this ICU was to provide the students with reflection and self-assessment skills with regard to their work-related behaviors. On a daily basis, students were required to assess themselves on the sixteen work-related behaviors from the Stodden model. After a six week period of monitoring, the data were compiled, recorded, and analyzed, providing the instructors as well as the students with a profile of demonstrated proficiency. Various components were developed and included to ensure the opportunity for acquisition of these behavioral skills.

Following the intent of School-to-Work, SCANS, Blueprint 2000, and the Coalition Principles (student as worker), this ICU will be an integral part of the dynamic curriculum at William H. Turner Technical Arts High School.

CBVA: Perception is Reality
-Hernando County, John Weber-

Procedures. Curriculum-Based Vocational Assessment -- Hernando County style -- has been taking place for the past seven years. All ninth through twelfth grade vocational teachers were asked to participate once per semester. They received a 25 question survey regarding their targeted students' *Work Related Behaviors*. Each teacher was asked to rate their students with a "P" for Proficient, "M" for Proficient with Modification, "N" for Not Proficient, and "U" for Unrated or Not Observed.

Observations. Spring, 1996, county-wide statistics show that 3,259 students (duplicated count) were targeted for rating and that 43,834 individual responses were received, recorded, and analyzed.

It was observed that 82.15% of all students were observed Proficient (P), 14.48% were observed Proficient with Modification (M), and that only 3.36% were observed as Not Proficient (N). significant differences in ratings were noted between reporting areas. One school rated only 68.24% of their students as proficient while another area school rated 89.92% of their students as proficient, a difference of 21.68%.

Students were perceived to be most proficient in five rating areas: seeking assistance appropriately; displaying appropriate appearance; solving problems effectively; displaying appropriate manners habits/manners; and complying with attendance regulations. They were least proficient at: exhibiting flexibility; displaying integrity; cooperating as a team member; accepting constructive criticism; and working unsupervised.

One hundred ninth grade rating forms and one hundred twelfth grade rating forms were selected at random for comparison of proficiencies. 47.1% of ninth graders were considered proficient while 52.9% of twelfth graders were considered proficient. this is an increase of 12.53% over ninth grade proficiencies.

Analysis and Personal Comment. Analysis of the data collected on the numbers and percents of Proficient, Proficient with Modification, and Not Proficient Work Related Skills is encouraging. a parallel study of 3,00 plus non-vocational students might yield significant data as to the current effectiveness of emphasizing Work Related Skills in vocational programs.

The five Work Related Skills most highly rated as proficient speak for themselves; and, the five Work Related Skills rated as least proficient, when thought abut, are not too surprising. They are a reflection of our society and its impact on education. We believe that the five least proficient skills need to be examined individually and researched for their implications toward future teacher, student, and parent training.

CBVA is a very time consuming and labor intensive procedure, but it worth the cost. This ever changing and evolving procedure has brought our Administrators and Vocational Teachers to the brink of a Mastery Learning/Continuous Progress teaching and evaluation program. Pilot programs for Family and Consumer Science, Business Education, and Health Occupations have been planned for implementation.

SPRING 1997

CBVA and the WEAVE Program
-Walton County, Bob Biletnikoff-

The WEAVE Program in Walton County has been using the CBVA process for assessing our students with disabilities for the past two years. Initially, CBVA was used exclusively in job prep programs. Today, CBVA is an important part of our industrial cooperative programs, work experience program, on-the-job (OJT) program, and occupational programs, and CBVA is currently being incorporated into our School-to-Work efforts.

The day-to-day use of the CBVA evaluation form has proven to be efficient for our vocational instructors, employers, and WEAVE personnel. The CBVA rating form has been used to determine vocational placement, employment placement, and assessing progress in vocational and/or employment settings. The CBVA form gives all parties a "snapshot" of a student's vocational progress. Work-related behaviors, general skills, and specific occupational skills can be assessed quickly. The information is easily understood by counselors, instructors, job coaches, employers and their supervisors, students, and parents.

Walton County's transition plans utilize CBVA under the heading of Short Term Objectives/Evaluation. In addition, the development of modified occupational completion points is supplemented perfectly with the CBVA rating form.

What are Walton County's CBVA plans for the future? First, the WEAVE Program will continue to utilize CBVA in serving our students with disabilities. Second, the current School-to-Work initiative will surely incorporate the CBVA process in Walton County. Third, the WEAVE Program will continue to look for ways to take advantage of the simplicity and effectiveness of the CBVA procedure.

Curriculum-Based Vocational Assessment (CBVA) Helps Us Recognize Success
-Brevard County, Betsy Laflin-

In our attempt to facilitate student success, we sometimes are tempted to offer too much assistance. We need to allow the learning process to happen and to recognize that learning is often a painful process. On the other hand, we need to continually recognize success. Recognizing success is essential in providing positive feedback and encouragement to both the teacher and the learner.

The CBVA document can help recognize success by:

- documenting another step in skills development;
- identifying improvement in work-based learning;
- showing the learner what he/she *can* do;
- communicating achievement to the learner, the family, and the teacher;
- displaying positive skills and traits to the potential employer;
- identifying the next step in the journey of learning; and,
- providing positive feedback to everyone who uses the checklist.

CBVA is an assessment process that helps everyone to be proactive and empowers the positive energies that we can contribute to learning.

CBVA and the Transition IEP
-Osceola County, Joy Suldo-

The TIEP (Transition IEP) must address the need for transition services in each of the following areas: instruction, employment, community experience, and postschool adult living. And, *if appropriate*, the TIEP must also include a statement of needed transition services in the areas of daily living skills and *functional vocational evaluation*. CBVA can help teams plan TIEP goals and objectives, and to document the extent to which these goals and objectives are met.

In Osceola County, CBVA checklists are completed for each ESE student who is enrolled in a vocational course or in an ESE vocational course. These assessment results are maintained in the student's transition portfolio and are available as a tool which can be used to develop TIEP goals in the *required* areas, and to determine if an additional goal is needed in the area of functional vocational evaluation. CBVA results can indicate areas that need improvement if the same problems keep appearing in different vocational or pre-employment settings, with different teachers or supervisors, over a period of time. This provides valuable data for planning TIEP goals. Subsequently, CBVA results can be used to evaluate and to document the extent to which goals and objectives have been met.

Sage Advice: Career Steps
-Orange County, Mary Jo Brackett-

Some years ago, when I was the teacher of an alternative program, my son who was in his early teens gave me some sage advice. He said, "Mom, all you have to do is find out what they're good at and teach them more about it." Simple in concept, but difficult to put into practice; nevertheless, this is a core belief of vocational educators. We seek to discover the students' strengths to use as placement guidelines so that outcomes will be appropriate.

It is said that children need to crawl before they walk. In career education, students need to experience *awareness* before *exploration* and *evaluation (ongoing)*, then *training* followed by *placement*. Dr. Stodden (who introduced CBVA in Florida) told us that when a person fails to take these steps in order, the issue must be re-addressed later in life. For example, if one never *explores*, then job-hopping will probably occur. It is incumbent upon us as educators to make sure our students experience all of these steps in as much depth as possible. Together, awareness, exploration, and evaluation through CBVA and/or by other means will reveal interests and abilities ("what they're good at") so that we educators can train the students further in their chosen career field, and assist them in the critical placement process.

It's Not Just a Rumor -- Time Does Fly When You're Having Fun!
-CBVA in Dade County, Peggy Pfenninger-

It seems like just yesterday when Dr. Robert Stodden of the University of Hawaii introduced Curriculum-Based Vocational Assessment in Orlando, Florida. The representatives attending for Dade County Public Schools (DCPS) saw the ways that his model could work to provide vocational assessment data for secondary students with disabilities...and the work began.

Support was obtained from the "top down" and a comprehensive planning committee was convened in the Spring of 1991. An educational specialist (CBVA Specialist) was assigned full-time responsibilities for developing, monitoring, and maintaining the program. The CBVA model was then designed and a pilot project was completed at three schools within a year and a

half. Since that time, more than sixty middle and senior high schools, one comprehensive high school, and two vocational-technical schools have been trained and are using CBVA materials and methods.

The DCPS-CBVA rating form layout was one item designed by the planning committee. The *Specific Skill Outcomes* section for the individual rating forms, for more than *sixty* course options, were written by teachers of the various courses. The revision, deletion, and addition of forms continues as the curriculum and course options change. From typewriters to computers, from food groups to food pyramids--changes have been made along the way to remain current.

CBVA is a tool, and since its introduction, it has fit the needs of many people in many ways. Ms. Diana Ross, an instrumental person in the DCPS-CBVA program's development, went on to become a supervisor in Adult Education. She saw the value of developing CBVA rating forms and using them in the Special Needs Assistance Program (SNAP), a consultative model for adults with disabilities at Lindsey Hopkins Technical Education Center.

Many teachers at the middle and senior high school levels focus on *Work-Related Behaviors* (WRBs) as an employability skills unit during the first nine weeks of each school year. At William H. Turner Tech, an Integrated Curriculum Unit was developed and is used with high school students. Several academies at Turner Tech have "adopted" the WRBs and include them on a regular basis, such as during mock job interviews.

The CBVA rating forms can be a helpful tool to the classroom teacher. Many teachers have found the CBVA process to be useful during lesson planning. Some teachers include the forms as a part of student portfolios to record skill proficiency and as a counseling tool with students. The rating form's use is limited only by the needs and imagination of the person conducting the assessments.

CBVA "fits" with other initiatives also, such as serving as a performance-based method of assessment for Modified Occupational Completion Points (MOCPs). First, it is useful when a student is being identified as someone appropriate for a modified occupational completion point, and then as a method of recording performance. With the *transition initiative*, CBVA provides a *developmental* picture of the student that is very valuable every step of the way from middle school to their transition into the community/work world. As they are being trained to complete the ESE FEFP Matrix, teachers are beginning to say that the CBVA rating form's modifications section is useful towards determining what level of support is needed for students.

As a flexible tool and a performance-based method of assessment, CBVA meets a variety of needs. CBVA's comprehensive format as well as its behavioral and skill aspects provide a developmental picture of student as worker. As a part of the overall picture and as initiatives emerge, CBVA is there to provide the assessment information that will be needed.

Turner Tech: Quality Connections
-Dade County, Mary Jones-

William H. Turner Technical Arts High School's collective goal is to have a curriculum designed to prepare Dade County's students for employment in a global economy. The mission statement describes a school-to-work initiative that results in a "2 for 1" education -- an academic diploma and a technical area certificate in one program of study.

This design means that Turner Tech offers twenty-two programs of study within seven academies. Each academy is composed of a team of teachers who plan together and develop Integrated Curriculum Units (ICUs) that include performance-based assessment in both academic and technical coursework. During the 1996-97 school year, Turner Tech focused on Work-Related Behaviors (WRBs) as the common theme for writing and developing an Integrated Curriculum Unit (ICU) across Academies. These WRBs were the linchpin between technical competency and success in the actual workplace. On a daily basis, students were required to assess themselves on the 16 work-related behaviors from the Stodden CBVA model. After a six week period of monitoring, the data were compiled, recorded, and analyzed, providing the instructors as well as the students with a profile of proficiency.

The value of the WRBs ICU, gaining momentum from the growing efforts and creative implementation of staff, is well-documented in the following comments.

The Use of Work-Related Behaviors in My Class: A Teacher's Perspective
(Submitted by Donna Nunn)

Upon review of the WRBs, it was determined that many things could be accomplished by using them in the classroom. The same behaviors that will enable an employee to be successful will also enable a student to succeed not only in the classroom, but in their personal lives as well. Utilizing the scientific method to determine the frequency that each WRB was being performed not only taught our students how to conduct research, but also how to analyze and interpret the results. Once the results were interpreted, the students realized the skills that they needed to improve upon to gain a competitive edge in the work force.

Additionally, it was a way to validate what we as teachers have been trying to teach for many years. The idea that Business/Industry is requiring the same behaviors brings an understanding to the students as to why they should try to comply. Students are able to see the application of the skills that are being taught and the lifetime value that these skills will have for them personally.

Work-Related Behaviors Project:
A Students's Perspective
(Submitted by Irving Zamora)

When I was first introduced to this new project, I thought to myself... what is this, this is useless, how am I ever going to use this in the future? That was my initial attitude towards the project, but as time progressed, my attitude seemed to change. I began to notice that this was actually doing something productive for me. This occurred when, through the project, I learned of and realized many of my weaknesses. That was the main benefit, I believe I received from the project. I say this because in my opinion "Knowing is half the battle, " and that's what basically this project was meant to accomplish. Once it made you realize your weaknesses, then all you had to do was accept them. Then you would develop a solution and put it into actions. If you were never informed of, or never aware of a problem, then there was no way for you to even attempt to solve it. Therefore, because of Work-Related Behaviors Project I have come to be much better and efficient person, not only as a student or employee, but as a person in general as well.

To ensure that our students are able to meet the high standards of tomorrow's workforce, these WRBs were the tool by whereby all students (i.e. 2,100 students) could evaluate, assess, and reflect upon these readily observable behaviors which are deemed critical to both the classroom and the work settings.

Appendix F

References and Resources

References and Resources

Florida Department of Education (1997). *Modified occupational completion points in vocational education for students with disabilities.* Tallahassee, FL: Division of Workforce Development.

Holmes-Bouchillon, W. (1996). *Preparing all learners for tomorrow's work force: Florida's applied technology curriculum planning companion for the sunshine state standards.* Tallahassee, FL: Florida Department of Education, Division of Workforce Development.

Sarkees, M.D., & Scott, J.L. (1990). *Vocational special needs.* Alsip, IL: American Technical.

Stodden, R.A., Ianacone, R.N., Boone, R.M., & Bisconer, S.W. (1987). *Curriculum-based vocational assessment: A guide for addressing youth with special needs.* Honolulu: International Education Corporation.

West, L.L., Corbey, S., Boyer-Stephens, A., Jones, B., Miller, R.J., & Sarkees-Wircenski, M. (1992). *Integrating transition planning into the IEP process.* Reston, VA.: The Council for Exceptional Children.

FLORIDA
Department
of Education

www.firn.edu/doe

DD035